



## Curriculum Procedures

<b>Entity-Related Terms</b>	<ul style="list-style-type: none"> <li>▪ AAC: Academic Affairs Council</li> <li>▪ CCC: School/College Curriculum Committee</li> <li>▪ NWCCU: Northwest Commission on Colleges and Universities</li> <li>▪ UBHE: Utah Board of Higher Education</li> <li>▪ UCC: University Curriculum Committee</li> <li>▪ USHE: Utah System of Higher Education</li> <li>▪ UVU: Utah Valley University</li> </ul>
<b>Program-Related Terms</b>	<ul style="list-style-type: none"> <li>▪ AAS: Associate of Applied Science</li> <li>▪ AA/AS: Associate of Arts/Associate of Science</li> <li>▪ BAS: Bachelor of Applied Science</li> <li>▪ BA/BS: Bachelor of Arts/Bachelor of Science</li> <li>▪ BAP: Bachelor of Applied Studies</li> <li>▪ CIM: Curriculum Inventory Management</li> <li>▪ CIP: Classification of Instructional Programs</li> <li>▪ GI: Global/Intercultural</li> <li>▪ MA: Master of Arts</li> <li>▪ MS: Master of Science</li> <li>▪ WE: Writing Enriched</li> </ul>

This document provides a detailed overview of the procedures and guidelines that the university has put in place for submitting and reviewing curriculum proposals. It is designed to help faculty and staff navigate the process effectively.

Curriculum Procedures is updated annually by Curriculum Office and the Senior Associate Provost for Academic Programs, Assessment, and Accreditation, in collaboration with the Chair of the University Curriculum Committee.

For additional resources and information, visit the Curriculum Office's website at: <https://www.uvu.edu/curriculumoffice/>

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## Executive Summary

Curriculum Procedures provide a blueprint for how to understand, develop, and revise credit-bearing curriculum. Additionally, these procedures provide guidance for obtaining approval for proposals. Adherence to the processes in this procedure manual will help those involved with curricular proposals to move them efficiently from conception to approval.

These procedures incorporate the standards for curriculum at Utah Valley University (UVU) as articulated in state and institutional policies and related requirements from institutional and accrediting bodies.

The Curriculum Procedures document is maintained by the Curriculum Office and the Senior Associate Provost for Academic Programs, Assessment, and Accreditation, in collaboration with the Chair of the University Curriculum Committee. This ensures alignment with accreditation standards and state policies. The University Curriculum Committee (UCC) is responsible for overseeing adherence to the Curriculum Procedures during the review, evaluation, approval, or rejection of curriculum proposals.

For additional resources, dates, deadlines, tutorials, and glossary of current terms, refer to the [Curriculum Office website](#).

## Governing Policies

[Northwest Commission on Colleges and Universities Institutional Accreditation Requirements:](#)

- 2020 NWCCU Eligibility Requirements: <https://nwccu.org/eligibility-requirements/>
- 2020 NWCCU Standards: <https://nwccu.org/accreditation/standards-policies/standards/>
- NWCCU Policies: <https://nwccu.org/accreditation/standards-policies/policies/>

[Utah System of Higher Education \(USHE\) Policy:](#)

- Utah System of Higher Education Policy R401 *Approval and Modification of Instructional Programs and Administrative Units within Institutional Role, Mission, and Designated Service Region*
- Utah System of Higher Education Policy R402 *Certificate and Degree Award Structures*
- Utah System of Higher Education Policy R470 *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*

[UVU Policy:](#)

- UVU Policy 522 *Undergraduate Credit and Transcripts*
- UVU Policy 524 *Graduate Program Credit and Graduation Requirements*
- UVU Policy 605 *Curriculum Process*
- UVU Policy 610 *Credit Hour*

## Procedure Overview

Curriculum proposals are subject to multiple reviews and approvals. The approval workflow, including responsible reviewers and approvers, along with their specific responsibilities, varies

based on the type of proposal. Detailed approval workflows are available on the [Curriculum Office website](#).

## General Curriculum Quality Standards

The following university procedures align with UVU, USHE, and NWCCU standards. Adhering to these procedures in curriculum creation or modification will help ensure high-quality submissions and minimize the need for revisions.

## Roles and Responsibilities

The curriculum approval process involves collaboration with multiple groups. These groups may include but are not limited to program and department faculty, department chairs within a school/college, school/college dean and their designees, school/college curriculum committees (CCCs), UCC, faculty across schools/colleges, Academic Affairs Council (AAC), academic advisors, and support staff members. Additional approvals or notifications, depending on the nature of the curriculum change, may be required by the UVU Board of Trustees, USHE Commissioner's Office, Utah Board of Higher Education (UBHE), and NWCCU.

The following information summarizes the roles and responsibilities of key university stakeholders in the overall curriculum approval process.

### Submitter

The submitter of curriculum proposals must be a full-time, benefits-eligible faculty member affiliated with a school/college. They:

- Submit proposals in the university designated curriculum software, CourseLeaf CIM, according to established deadlines.
- Monitor proposals through the entire curriculum workflow.
- Revise curriculum proposals, as needed.
- Attend review meetings, as needed.

### Program and Departmental Faculty

- Participate in strategic planning for curriculum within the academic department and school/college.
- Develop curriculum proposals according to Curriculum Procedures and governing policies.
- Ensure curriculum proposals are submitted, peer-reviewed, and approved in accordance with Curriculum Procedures and governing policies..
- Align curriculum proposals with departmental and school/college academic plans, as well as the university's mission and strategic plan.
- Coordinate with other academic departments to address conflicts, redundancies, and contingencies.
- Ensure compliance with specialized accreditation requirements, as applicable.
- Participate in periodic program reviews and make recommendations for improvements.

## **School/College Deans, Associate Deans, and Assistant Deans**

- Ensure curriculum proposals align with school/college academic plans and the university's mission and strategic plan.
- Evaluate the financial impact and program viability of curriculum proposals and existing curriculum.
- Ensure curriculum proposals adhere to Curriculum Procedures and governing policies.
- Resolve curriculum conflicts and contingencies with impacted school/college deans or their designated curriculum representatives.
- Participate in periodic program reviews and make recommendations for improvements.

## **Academic Advisors**

- Provide feedback on how curriculum proposals impact students' ability to navigate the curriculum.

## **School/College Curriculum Committees**

- Foster collaboration between academic departments.
- Assess strategic fit of curriculum proposals with the goals of the school/college and the Academic Affairs Division to minimize overlap and redundancy.
- Conduct intra-school/college reviews of curriculum proposals.
- Ensure curriculum proposals adhere to Curriculum Procedures and governing policies.

## **Curriculum Office Staff**

- Works with UCC to review all curriculum proposals.
- Ensures curriculum proposals adhere to Curriculum Procedures and governing policies.
- Assists submitter with curriculum proposal submissions.
- Maintains the curriculum website and the university designated curriculum software, CourseLeaf CIM.
- Implements approved curriculum changes.
- Maintains curriculum archive.
- Reports curriculum to the USHE Commissioner's Office.
- Serves as a source of information about curriculum.

## **Academic Affairs Council**

- Ensures curriculum proposals align with the university's mission and strategic plan.
- Ensures curriculum proposals adhere to Curriculum Procedures and governing policies.
- Approves or disapproves curriculum proposals.

## **Compliance Areas**

- Key compliance areas include Graduate Council, UVU Online, and professional licensure.
- Ensures curriculum proposals meet all relevant compliance requirements.
- Approves or disapproves curriculum proposals.

## **University Curriculum Committee (including Quality Assurance Group)**

- Reviews and approves curriculum proposals to ensure quality assurance throughout the entire process by:
  - Ensuring alignment with the university's mission and strategic plan.
  - Maintaining consistency and preventing unnecessary redundancies.
  - Ensuring compliance with curriculum procedures and governing policies.
  - Integrating with existing curriculum and supporting completion initiatives.
- Approves or disapproves curriculum proposals.
- Supports maintenance of the Curriculum Procedures document.

## **Chair of the University Curriculum Committee**

- Ensures curriculum proposals adhere to Curriculum Procedures and governing policies.
- Assists UCC in evaluating and approving curriculum proposals.
- Presides over UCC meetings and facilitates orderly discussion.
- Casts deciding votes in cases of a tie.
- Handles exception requests.

## **Director of Academic Assessment and Accreditation**

- Serves as a source of information for market analysis of programs.
- Manages CIP code assignment for the university's curriculum inventory.
- Reports curriculum to the NWCCU.

## **Senior Associate Provost for Academic Programs, Assessment, and Accreditation**

- Provides holistic view of university curriculum.
- Serves the provost in reviewing curriculum proposals and identifying alignment with academic planning efforts and the university's mission and strategic plan.
- Gathers and analyzes conflicts among approval authorities, and presents findings to the provost and senior vice president for academic affairs.
- Presents curriculum items to AAC and the chief academic officers in USHE.

## **Provost and Senior Vice President for Academic Affairs**

- Sets the university's academic programming agenda and establishes priorities.
- Resolves conflicts among approval authorities.
- Approves any exceptions to approved timelines and procedures.
- Presents curriculum items to UVU's Board of Trustees.

# Program Curriculum Guidelines

## CIP Codes

Classification of Instructional Programs (CIP) codes are standardized codes used to classify academic disciplines and programs across educational institutions in the United States and Canada. Developed by the U.S. Department of Education's National Center for Education Statistics (NCES), CIP codes facilitate the categorization and reporting of academic programs. Each program is assigned a unique six-digit CIP code, ranging from broad categories to specific disciplines. Institutions use CIP codes for reporting, research, program assessment, and credit transfer, ensuring uniformity in program classification. CIP codes are updated every ten years to reflect changes and developments in educational fields.

Within USHE, programs are defined according to CIP code tables maintained by USHE's Commissioner's Office. During the curriculum approval process, the submitter and the Director of Academic Assessment and Accreditation work together to determine the appropriate CIP code for each program.

## Program Types

### Academic Undergraduate Certificates

An academic undergraduate certificate can be awarded at the undergraduate or post-bachelor's level. Supplemental academic undergraduate certificates enhance majors by offering emphasis, specialty, or interdisciplinary focus beyond basic major requirements. Academic undergraduate certificates may recognize completion of minors or emphases.

Academic undergraduate certificates must demonstrate comprehensive learning with appropriate breadth, depth, sequencing, and synthesis. They should represent a structured program rather than solely indicating completion of minimum credit requirements. Academic undergraduate certificates may include coursework from the university's General Education program, as appropriate. Academic undergraduate certificates must avoid substantial duplication of technical education program content.

Academic undergraduate certificates focused on professional specialties that enhance a degree should include relevant licensure requirements and comply with U.S. Department of Education regulations regarding notification of licensure education requirements.

- Academic undergraduate certificates must be at least 9 credits and a maximum of 36 credits.
  - It is strongly recommended that academic undergraduate certificates consist of between 18 and 36 credits, which aligns with the U.S. Department of Education's guidelines for financial aid eligibility.
  - Academic undergraduate certificates between 9 credits and 18 credits must provide a compelling rationale, including how they integrate with an existing degree program.

- Students cannot major in academic undergraduate certificates that are not eligible for financial aid.
- Post-bachelor's certificates require completion of a bachelor's degree and must be less than 30 credits.

Prior to June 2024, the university classified academic undergraduate certificates as certificates of completion and three different levels of certificates of proficiency. These classifications have been discontinued within USHE. As these programs are revised, they will be reclassified as academic undergraduate certificates.

## Associate Degrees

An associate degree comprises lower-division coursework that may be structured to lead to a particular occupation or transfer to a bachelor's degree program.

- Associate of Applied Science (AAS): An AAS degree prepares students for entry into a particular occupation that requires more than a certificate and less than a bachelor's degree.
  - AAS degrees should include transfer articulations from technical college programs in accordance with USHE Policy R471.
  - AAS degrees may include only a portion of the university's General Education program, with a minimum of 6 credits required: 3 credits in written communication and 3 credits in quantitative literacy. For AAS degrees intended for transfer to bachelor's degree programs, it is strongly recommended to include an additional 3 credits in American Institutions.
  - AAS degrees must be a minimum of 60 credits and maximum of 69 credits.
- Associate of Arts/Associate of Science (AA/AS): An AA/AS degree prepares students for upper-division work in baccalaureate programs. Upon completion, students should be able to transfer to a four-year institution with junior status and complete a bachelor's degree with only 60 additional credits of study.
  - AA/AS degrees must include the university's full General Education program.
  - AA/AS degrees must be structured around the USHE-aligned lower-division major if a faculty major committee has determined one.
  - An AA and an AS in the same program must have the same total number of credits. The only difference will be that an AA will contain foreign language credits.
  - If a bachelor's degree in the same discipline is available, there must be at least one articulation agreement with a four-year institution that allows for transfer with junior standing.
  - AA/AS degrees must be a minimum of 60 credits and a maximum of 63 credits.
- Specialized Associate Degree: A specialized associate degree is a transfer degree that includes extensive specialized coursework and prepares students to initiate upper-division coursework in a particular baccalaureate program.



- The university's General Education program requirements may be less extensive in specialized associate degrees than in AA or AS degrees to meet the requirements for lower-division major preparation.
- Specialized associate degrees must have formal articulation agreements for affiliated bachelor's degrees.
- Specialized associate degrees must be a minimum of 60 credits and a maximum of 85 credits, with a minimum of 28 credit hours of specialized coursework.

## Bachelor's Degrees

A bachelor's degree is the highest undergraduate level, combining a disciplinary major for specialized skills and cross-disciplinary general education for critical thinking, analytical, ethical skills, and foundational knowledge. Upper-division courses should not be required within the first 60 credits, aligning preparatory courses with those offered in two-year programs of the same discipline. Bachelor's degrees participate in systemwide articulation processes for lower-division majors developed by faculty committees, utilizing common course numbers per USHE Policy R471.

- Bachelor of Applied Science (BAS): A bachelor's degree focusing on workforce preparation and links to industry or organizations where opportunities for applied learning are available to students.
  - BAS degrees may be designed as a completion program that builds upon an AAS degree or academic undergraduate certificates.
  - BAS degrees must be structured to complete the university's full General Education program not included in the AAS degree.
  - BAS degrees must align with the appropriate lower-division major if a USHE faculty major committee has established one.
  - BAS degrees must be a minimum of 90 credits and a maximum of 126 credits, including:
    - 40 credits of upper-division coursework.
    - At least one Global/Intercultural (GI) course.
    - At least two Writing Enriched (WE) courses.
- Bachelor of Arts (BA)/Bachelor of Science (BS):
  - A BA and a BS in the same program must have the same total number of credits. The only difference will be that a BA will contain foreign language credits.
  - BA/BS degrees must include the university's full General Education program.
  - BA/BS degrees must align with the appropriate lower-division major if a USHE faculty major committee has established one.
  - BA/BS degrees must be a minimum of 120 credits and a maximum of 126 credits, including:
    - 40 credits of upper-division coursework.
    - At least one GI course.
    - At least two WE courses.

- Bachelor of Applied Studies (BAP)
  - BAP degrees must measurably demonstrate disciplinary competencies, mastery of subject matter, and student learning outcomes comparable to and mapped to those of 120-credit degree programs in the same subject.
  - BAP degrees must align with the appropriate lower-division major if a USHE faculty major committee has established one.
  - BAP degrees must be a minimum of 90 credits and a maximum of 126 credits, including:
    - 40 credits of upper-division coursework.
    - At least one GI course.
    - At least two WE courses.
  
- Professional Bachelor's Degree: A professional bachelor's degree prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research. Specialized accreditation sets acceptable practice standards. Professional degrees may be designed to lead to third-party licensure and must meet U.S. Department of Education requirements to notify students how the program meets licensure education requirements.
  - Professional bachelor's degrees must include the university's full General Education program.
  - Professional bachelor's degrees must align with the appropriate lower-division major if a USHE faculty major committee has established one.
  - Professional bachelor's degrees must be a minimum of 120 credits and a maximum of 126 credits, including:
    - 40 credits of upper-division coursework.
    - At least one GI course.
    - At least two WE courses.
  
- Multidisciplinary and General Studies Bachelor's Degree: A bachelor's degree that encourages specialization in multiple academic disciplines and facilitates student completion. Multidisciplinary degrees typically provide flexibility that allows students to select a combination of disciplines focused on particular or individualized career and academic objectives.
  - Multidisciplinary and general studies bachelor's degrees must be a minimum of 120 credits and a maximum of 126 credits, including:
    - The university's full General Education program.
    - 40 credits of upper-division coursework.
    - At least one GI course.
    - At least two WE courses.

## Master's Degrees

A master's degree is the first level of graduate degree.

- Master of Arts (MA) and Master of Science (MS): Graduate degrees based on academic subjects that require original student research or a creative project and may be designed to lead to a doctoral degree.

- MA and MS degrees generally require completion of a bachelor's degree.
- MA and MS degrees must be a minimum of 30 credits and a maximum of 36 credits.
- **Professional Master's Degree:** A master's degree that prepares students for entry into a particular occupation and may lead to third-party licensure. Specialized accreditation may dictate coursework and the number of required credits. Programs must meet U.S. Department of Education regulations to notify students whether they meet the educational requirements for licensure.
  - Professional master's degrees generally require completion of a bachelor's degree.
  - Professional master's degrees must be a minimum of 30 credits and a maximum of 36 credits.
  - Professional master's degrees may require additional coursework or projects to meet accreditation requirements.

## Minors

Minors are a grouping of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies. Minors can range from 16-24 credits with a minimum of 50% upper-division coursework. Minors are not academic awards and can only be earned in conjunction with a BA/BS degree.

Curriculum proposals for minors must include a compelling rationale that demonstrates why a minor is preferable or more advantageous than an academic undergraduate certificate. This rationale should address:

- **Academic Integration:** Explain how the minor complements the major and integrates with the student's overall educational goals and provides a broader or more interdisciplinary academic experience compared to an academic undergraduate certificate.
- **Depth vs. Specialization:** Justify the need for a more comprehensive academic structure that a minor offers, as opposed to the more narrowly focused nature of an academic undergraduate certificate.
- **Career and Educational Goals:** Illustrate how the minor better aligns with the student's career aspirations and offers more flexibility or depth in the field.
- **Student Benefit:** Demonstrate how the minor provides additional value to students in terms of academic enrichment, skill development, or enhanced credentials, compared to the benefits offered by an academic undergraduate certificate.