



Colorado Mesa University
Faculty Senate
Curriculum Policies and Procedures Manual
for

Graduate Curriculum Committee
Undergraduate Curriculum Committee
Western Colorado Community College Curriculum Committee

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Lowell Heiny Hall, Room 204 970.248.1881

<http://www.coloradomesa.edu/faculty-senate/committees/curriculum/resources.html> Adopted

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Table of Contents

I. Guidelines, Purposes, Responsibilities, Composition, Officers, Meetings	4
A. Mission.....	4
B. Guidelines for Faculty Senate Standing Committees.....	4
C. Purposes.....	4
D. Composition	4
E. Officers	4
F. Meeting Dates, Time, Agendas and Minutes.....	4
II. Procedures and Deadlines for Program and Course Changes	5
A. Approval Process and Hierarchy.....	5
B. General Flow	7
C. Deadlines for Submission of Proposals.....	8
D. Deadlines for Implementation of Changes.....	9
E. Special Considerations for Intra-Departmental Changes	10
F. Program and Course Clean-Up	11
G. Conditional Approval.....	11
III. Policies Pertaining to Course Additions, Deletions, and Modifications.....	11
A. Course Numbering	11
B. Catalog Description.....	15
C. Course Learning Outcomes	17
D. Topical Course Outline	18
E. Contact and Credit Hours	18
F. Topics Courses.....	22
G. Honors Courses	22
H. Individualized Learning	23
I. Alternative Delivery and Hybrid Courses	24
J. Competency Credit, CLEP Exams, and Related Experiences	24
K. Non-Credit Courses.....	24
L. Essential Learning Courses and Subcommittee.....	24
M. Proposals to Inactivate or Reinstate a Course	26
N. Dual-Listed, Equivalent, and Cross-Listed Courses	26

IV. Policies Pertaining to Academic Programs	27
A. Credit Hour Requirements	27
B. Upper Division Course Requirements.....	28
C. Essential Learning Requirement and Degree Categories	28
D. Majors in Bachelor Programs.....	32
E. Bachelor of Applied Science	33
F. Minors.....	33
G. Certificate Programs.....	33
H. Atypical Packaging of Programs.....	34
I. Proposal Requirements for All New Programs.....	35
J. Proposals for Deleting a Program.....	37
K. Proposals for Modifying a Program.....	38
L. Foundation Courses	39
M. Proposals for Inactivating or Reactivating a Program	39
V. Modifying this Curriculum Policies and Procedures Manual	40
VI. Additional Forms Needed for New Courses and New Programs	41

I. Guidelines, Purposes, Responsibilities, Composition, Officers, Meetings

A. Mission

1. The term “mission” does not appear in regard to curriculum committees in the Policy and Procedure Manual for Faculty Senate Standing Committees, updated May 2020.

B. Guidelines for Faculty Senate Standing Committees

1. For curriculum committee guidelines, see the Policy and Procedure Manual for Faculty Senate Standing Committees, updated May 2020.

C. Purposes

1. For curriculum committee purposes, see the Policy and Procedure Manual for Faculty Senate Standing Committees, updated May 2020.

D. Composition

1. For curriculum committee composition, see the Policy and Procedure Manual for Faculty Senate Standing Committees, updated May 2020.

E. Officers

1. For curriculum committee officers and duties, see the Policy and Procedure Manual for Faculty Senate Standing Committees, updated May 2020.

F. Meeting Dates, Time, Agendas and Minutes

1. Committee Meeting Dates and Times
 - a. All curriculum committee meetings are conducted in open forum or via Zoom; all interested parties are welcome to attend.
 - b. The Undergraduate Curriculum Committee generally meets from 3:30-5:00 p.m. on the fourth (4th) Thursday of each month during the academic year. Often the November, December, March, and April meetings will be held on the Thursday that best accommodates the institutional schedule.
 - c. The WCCC Curriculum Committee will generally meet from 3:30-5:00 p.m. the second Tuesday of each month during the academic year, with the exception of months that the WCCC faculty are not on contract.
 - d. The Graduate Curriculum Committee shall meet at least twice each semester, and/or as needed based upon GCC curriculum proposals in workflow. The April meeting will include approval of the GCC annual report and election of officers for the next academic year.
 - e. If a Curriculum Committee faculty member is unable to attend a meeting, the committee member or the Department Head of the faculty’s department shall appoint a faculty proxy to attend in place of the Curriculum Committee member.

2. Agendas
 - a. Agendas are distributed to the committee and posted for the campus community at <https://www.coloradomesa.edu/faculty-senate/meetings-agendas.html> one week prior to each meeting.
 - b. If necessary to complete the agenda, the meeting time can be extended by a majority vote of the committee members present. Additionally, meeting at another time to complete the agenda may be approved
3. Minutes
 - a. Minutes are distributed to the committee via email on the third working day following the committee meeting.
 - b. Committee members have one week to review and make corrections.
 - c. If no corrections are noted, the minutes stand approved one week after distribution.
 - d. If corrections are noted, corrected minutes will be sent for the committee's review/approval via email and/or may be approved at the next committee meeting.
 - e. Approved minutes are distributed to committee members, Faculty Senate, and department heads and posted on the committee website, <https://www.coloradomesa.edu/faculty-senate/meetings-agendas.html> one.
4. Executive Subcommittee Meetings
 - a. In order to present clean proposals, the Committee's executive subcommittee (chair, vice chair, catalog description evaluator, and representatives from the Registrar's Office and the Office of Academic Affairs) will preview the requests prior to sending to the entire committee.
 - b. The executive subcommittee meets two weeks prior to the committee meeting.
 - c. Faculty members and/or department heads may be asked to attend these meetings if proposals from their department need clarification or revisions.

II. Procedures and Deadlines for Program and Course Changes

A. Approval Process and Hierarchy

1. All proposals for creation, modification and deletion of cataloged courses and degree programs must be approved by the following bodies or individuals in the sequence indicated below. In all subsequent sections of this manual, "appropriate curriculum committee" is determined by the following listing:

- a. The Undergraduate Curriculum Committee approves all undergraduate catalogued courses and degree programs, including certificates, associate degrees, bachelor degrees, majors, concentrations, emphases, cognates, and minors, but excluding those technical certificates, Associate of Applied Science (AAS), Associate of Arts (AA), and Associate of Science (AS) degrees and courses that are offered solely through WCCC programming, and forwards these proposals to the Faculty Senate for approval.
 - b. The WCCC Curriculum Committee approves all technical certificates and those AAS, AA, and AS degrees and courses solely offered through WCCC programming and forwards these proposals to the Faculty Senate for approval.
 - c. The Graduate Curriculum Committee approves all graduate catalogued courses and degree programs including master degrees, doctoral degrees, and all graduate certificates, majors, concentrations, emphases, and cognates, and forwards these proposals to the Faculty Senate for approval.
2. Approval sequence
- a. Proposing department faculty
 - b. Proposing department's appropriate curriculum committee representative
 - c. Proposing Department Head
 - d. Heads of impacted departments
 - e. Registrar's Office
 - f. Catalog Description Evaluator ***
 - g. Essential Learning Subcommittee***
 - h. Budget Office*
 - i. Financial Aid *
 - j. Library **
 - k. AVPAA for Assessment and Accreditation****
 - l. Appropriate curriculum committee's Executive Subcommittee
 - m. Appropriate curriculum committee
 - n. Faculty Senate, via appropriate curriculum committee minutes
 - o. Vice President for Academic Affairs
 - p. President
 - q. Colorado Mesa University Board of Trustees ****

- r. Colorado Department of Higher Education ****
 - s. Higher Learning Commission, as needed ****
 - * For creation of programs
 - ** For creation of programs and courses
 - *** For creation and modification of courses
 - **** For creation of new academic programs and other substantive changes
3. In the case of a certificate program proposal that requires "fast track" approval due to demonstrated market demand, the appropriate curriculum committee Executive Subcommittee can approve on behalf of the appropriate curriculum committee and the Faculty Senate Executive Subcommittee can approve on behalf of the Faculty Senate, with the appropriate curriculum committee and Faculty Senate notified at their next meetings.
 4. When a course from one department is included in a program proposed by another department, the proposing department will discuss the course offering with the course host department and document the host departmental approval in the curriculum software. The host department always retains control over approval of instructor, syllabus, textbook and method of delivery.
 5. To proceed through the approval process, any new or modified course or program student learning outcomes must be approved by the AVPAA Assessment and Accreditation.

B. General Flow

1. Departments initiate all proposals for curricular changes.
2. Procedures for developing and approving curriculum changes at the departmental level may vary among departments.
3. The appropriate curriculum committee department representative must review all documents for correctness and completeness before they are accepted onto the Committee's agenda.
4. Proposals must meet all Colorado Mesa University curricula policies.
5. Departments submit proposals according to deadlines explained below.
6. The appropriate curriculum committee secretary organizes proposals.
7. The appropriate curriculum committee's Executive Subcommittee examines proposals and formulates the Committee's agenda.

8. When a proposal is being considered, a representative from the program/department must attend the appropriate curriculum committee meeting.
9. Approved proposals are passed through the hierarchy presented above.

C. Deadlines for Submission of Proposals

1. Proposals need to be submitted into the curriculum software workflow at least 4-5 weeks prior to the desired curriculum meeting. It is the responsibility of the faculty member to monitor workflow and requests for changes to ensure their proposal makes it through workflow in time for the desired meeting at which the proposal is to be reviewed.
2. It is recommended that proposal requests for courses in an Essential Learning category be submitted into the curriculum software workflow at least one week earlier than explained in II.C.1, as these proposals must be approved by the Essential Learning Subcommittee prior to being approved by the Undergraduate Curriculum Committee.
3. Prior to submitting proposals into workflow, the following individuals/offices should be notified as soon as possible that a new course/program is under consideration to allow these individuals/offices time to complete their step in the curriculum software workflow; however, curriculum proposals should be submitted to workflow as soon as the faculty member is ready to do so.

Response and/or approval from the following is not needed to begin workflow.

- a. **Library Assessments:** As early as possible, to facilitate the process and ensure an on-time approval, please contact the library representative about anticipated new courses or programs. The library assessment requires a compilation of information on current library holdings, relevant resources not available in the library, and possible additions to the library collection that would support student learning and research.

Submit the following to the library representative as soon as available.

- For new courses: proposed prefix and number, name, modality (online, hybrid, in-person), description, topical outline, and student learning outcomes (SLOs).
- For new programs: name, description, course list, and student learning outcomes (SLOs).

The library representative will coordinate the completion of the library assessment. Once completed, the library representative will either attach the assessment to the proposal in the curriculum software or will notify the AVPAA that the assessment is ready to be attached. The library representative will also

send a copy of the completed assessment to the faculty member who submitted the proposal in the curriculum software. A response/completion of the library assessment is not required to submit the proposal into workflow.

- b. Student Learning Outcomes: As early as possible, prior to submitting a proposal into workflow, send information on proposals to add new programs, and those making modifications that will affect the student learning outcomes to the AVPAA for review. Student learning outcomes must align to the CMU institutional learning outcomes and a curriculum map must be included.
 - c. Financial Aid: As early as possible, prior to submitting a proposal into workflow, send information on proposals to add programs to the Director of Financial Aid and the Budget Office. The appropriate forms will be added into the curriculum software by these offices.
 - d. Course Descriptions: As early as possible, prior to submitting a proposal into workflow, send information on new or modified course descriptions to the Catalog Description Evaluator. The entire proposal is not needed, just the catalog description.
4. The appropriate curriculum committee will approve and post an annual schedule that indicates specific dates and deadlines.

D. Deadlines for Implementation of Changes

1. Catalog Deadlines for Substantive Changes
 - a. Substantive changes must appear in a Colorado Mesa University catalog before they can be implemented.
 - b. Final deadline for proposals to be submitted to the appropriate curriculum committee for possible implementation in the following academic year is the published deadline located in the curriculum software and on the website.

Note: all undergraduate program additions must be submitted by the published deadline located in the curriculum software and on the website.

- c. Examples of substantive changes:
 - Additions of programs including baccalaureate degrees, associate degrees, certificates, concentrations, minors (with conditional approval of Concept Paper for degrees)
 - Additions of existing courses or other requirements to any degree or program
 - Deletions of courses from program requirements
 - Additions of new courses that will be required in any degree or program

- Additions or deletions of courses to baccalaureate essential learning list
- A change in the category of essential learning under which a course is listed
- Modifications to a course which is required in any degree or program. This includes:
 - Credit hour changes
 - Prerequisite and co-requisite changes

Note: Number changes are not modifications. They must be processed as a course deletion and addition. Course numbers should only change when making a substantive change, therefore the old course should be deleted and the newly numbered course added.

Note: Immediately upon approval by the appropriate curriculum committee, Faculty Senate, and Vice President for Academic Affairs, minor changes to course descriptions may be implemented. (Course is still essentially the same course and may be used for a student's grade improvement).

2. Course Schedule Deadlines for Non-substantive Changes

- a. Non-substantive changes affecting the information in a class schedule must be approved before the first printing of that schedule.
- b. Deadlines for submission to the appropriate curriculum committee are the published deadlines for the committee's January meeting for summer and fall terms; the published deadlines for the Committee's September meeting for J-term and spring terms.
- c. Examples of non-substantive changes:
 - Addition, deletion, or modification of a course that is not required for any degree or program (elective only).
 - The addition or deletion of a course that is among a group of courses from which a student may choose to satisfy a program requirement (e.g., if requirement states that the student must "choose two courses from the following list," a course added to or deleted from that group would be considered a non-substantive change).

E. Special Considerations for Intra-Departmental Changes

1. In order to facilitate curriculum change proposals that do not affect departments other than the department submitting the proposals, the Executive Subcommittee will attempt to group such proposals as one agenda item. Examples are proposals to:
 - Modify a course prerequisite within the same department.

- Modify a course co-requisite within the same department.
- Modify a course catalog description.
- Establish a cross-listed course within the same department.
- Modify list of recommended electives in a program.
- Modify sequencing of courses within a program.
- Modify name of an emphasis, cognate, track, or concentration.
- Modify a program in a way that
 - does not alter faculty, space, library, lab or other resource requirements, AND
 - does not affect any other department, AND
 - does not alter student admission or graduation requirements, AND
 - does not adversely affect student progress through the program, AND
 - does not create any hidden prerequisites.

F. Program and Course Clean-Up

1. Whenever a program or course modification is submitted to a curriculum committee, it will be subject to conform to all currently existing Curriculum Policies and Procedures.

G. Conditional Approval

1. The appropriate curriculum committee can approve the creation, modification or deletion of a program or course subject to certain conditions, such as correcting wording on the forms. In the case of such conditional approval, the proposing department must work with the Executive Subcommittee to complete the approval process before the next meeting of the appropriate curriculum committee. The proposing department should not resubmit forms through the curriculum software. Rather, the proposing department should email the corrected information directly to the appropriate curriculum committee chair, who will make the changes in the curriculum software.

III. Policies Pertaining to Course Additions, Deletions, and Modifications

A. Course Numbering

1. Course Prefix
 - a. The course prefix is determined by the department and approved by the appropriate curriculum committee. A prefix must be four characters and should be

as closely related to the department or subject matter as possible. More than one prefix may be associated with courses in a department.

- b. Requests for new course prefixes (i.e., a new series of courses for which there is no existing prefix) should be submitted as a course addition. Prefixes that have been dropped may not be used again. If creating a new prefix, please contact the Registrar's Office.
 - c. Changing a course from an old to a new prefix occurs through submitting a course deletion form for the current prefix and a course addition form for the newly intended prefix through the curriculum software workflow to the respective curriculum committee in accordance with that committee's published due dates. The submitting department will also submit a program modification form for all affected program under its control.
 - d. Serious consideration of any request to change a prefix is imperative since the mechanics of doing so are time consuming and complicated. (This procedure includes ending the current courses, complete recoding of the courses with their new prefix, and making appropriate changes to all co-requisite and prerequisite courses carrying the old prefix. Prefix changes must also be adjusted in the degree software, the transfer articulation database, and the automated pre-requisite/corequisite/and repeat processes.)
2. Number
- a. The course number consists of two elements: the first digit, which indicates the course level and the next two digits which may indicate a particular departmental series or one of the reserve-numbered series defined on the following pages.
 - b. When a course is deleted, that course number may not be used again unless the old course is reinstated. This is to avoid problems with course repeats, coding in the degree software, and co-requisites and pre-requisites.
3. Level
- a. The course number after the prefix typically indicates the year of study in which the courses should ordinarily be taken.
 - b. Courses numbered 01-099 are developmental in nature, not intended for transfer purposes, and will not fulfill degree requirements.
 - c. Courses numbered 100-299 are considered lower-division; 100-199 primarily for freshman students; 200-299 primarily for sophomore students.
 - d. Courses numbered 300-499 are considered upper-division; 300-399 primarily for junior students; 400-499 primarily for senior students.

- e. Courses numbered 500-599 are primarily for students enrolled in master's-level programs.
 - f. Courses numbered 600 and above are primarily for students enrolled in doctoral-level programs.
4. Reserved Numbers

The following course numbers are reserved to meet specific course needs:

- a. X87 – Research Courses
- b. X91 – Directed Readings
- c. X93 – Culminating Experiences
- d. X94 – Seminars
- e. X95 – Independent Study
- f. X96 – Topics
- g. X97 – Practicum
- h. X98 – Thesis/Dissertation
- i. X99 – Internships

These courses exist for each course prefix at the appropriate levels, even though they may not appear in the Catalog. To request that they appear or not appear in the Catalog, the respective department head should notify the Registrar in writing prior to the time of the annual review of the Catalog copy. A department does not submit a Course Add or Course Delete to the respective curriculum committee to activate or deactivate courses with these numbers. These courses do not normally have a Catalog description. A department desiring a new or changed Catalog description will submit a Course Modification form to the appropriate curriculum committee.

In instances where a department's catalogued course does not match the numbering scheme given above in this section, the department is encouraged to renumber the course when it is next modified to be consistent with the above numbering scheme.

When proposing or offering a course with the reserved numbers listed above, departments should take care in selecting the course type that best applies to the learning experience offered to students. The following definitions apply to reserved numbered courses:

- a. **Research courses (X87)** – Student works under the direct supervision of a faculty member conducting primary and/or secondary research. The faculty member monitors both the student research experience and the student research work performed. The intent of the research experience is to provide the student a

research foundation that can then be built upon either in the workplace upon graduation or in graduate education. The student works independently or in cooperation with the faculty, dependent on the research, applying the knowledge and skills learned in the classroom to the research experience.

- b. **Directed Readings (X91)** – Student works with a faculty member who agrees to facilitate the Directed Readings course. The student should have taken at least one principles course in the topic area before taking a Directed Readings course. Usually, the topic of the Directed Readings is of mutual interest to both the student and the faculty member. The Directed Readings will generally be on a topic which is not currently available as a course or a topic where greater depth than what is available in a current course is desired. The Directed Readings should incorporate major texts, influential works, major issues and current information and should lead to a comprehensive final presentation, either in a written or oral format.
- c. **Culminating Experience (X93)** – A culminating experience is discipline specific, and may include a practicum, presentation, service-learning project, capstone experience, comprehensive exam, or a combination thereof. In each case, a culminating experience should work from an existing foundation of student knowledge, incorporate new material and ideas based upon research and study, and advance the discipline. While this category of reserved numbering is labeled Culminating Experience, each department may tailor the X93 title to fit their specific culminating experience.
- d. **Seminars (X94)** – Seminar courses will frequently focus on participant discussion and investigation as opposed to the presentation of information. Usually, these courses are comprised of small groups of students, led by a faculty member, focusing on specific topic/topics. During a seminar, all are expected to participate in the inquiry and dissemination of the topic of discussion. Usually, a Socratic pedagogy is employed where students are expected each class period to discuss, question and debate the information presented by both the faculty member and students as well as listen intently to opposing points of view.
- e. **Independent Study (X95)** – Under the direction of a faculty member, a student will pursue a topic of study with little supervision. The student and the faculty member will agree upon the topic, the methodology to be used to study the topic and the final outcome of the study, either in a written or in oral format. The topic of the independent study should not be currently available in other current courses. Highly motivated students may use an independent study to explore in more depth a discipline topic or explore a topic for which no course is currently available. The independent study plan should be carefully developed before the student begins the course so that course expectations, outcomes and grading are

understood by the student, using the institutional Individualized Learning Contract.

- f. **Topics (X96)** – Topics courses are intended for two primary purposes: to allow specialized courses to be presented that are either time sensitive or dependent upon a specific faculty skill set or to allow a department to pilot a proposed programmatic course. Topics courses that are utilized as a pilot course may be effective in determining student demand for the course. In either scenario, the course may only be scheduled as a topics course twice. The third time the course is offered, the course must be presented to the appropriate curriculum committee for the approval of the course as an addition to the appropriate departmental curriculum.
- g. **Practicum (X97)** – Student works under the direct supervision of a professional in a field experience, allowing the student to observe and document the responsibilities of specific jobs. Limited tasks may be performed, always under the supervision of the practicing professional. Practicums are frequently not paid and the student performs only basic job responsibilities.
- h. **Thesis/Dissertation (X98)** – Student will complete an intensive research project, under the close direction and supervision of a faculty member. The research topic must be approved by the Student’s Graduate Committee. The thesis is usually used as a culminating research project for a Master’s Degrees, while the Dissertation is used at the doctoral level. A research question, literature review, research methodology as well as the compilation of data appropriate to the discipline is required. IRB approval may be needed. The results of the research will be shared as determined appropriate by the discipline.
- i. **Internship (X99)** - Student works on-site with a supervisor who assigns and monitors the student workload. The intent of the work experience is to mirror the actual job setting the student will experience upon graduation. The student works independently or in cooperation with the field supervisor, dependent on the internship placement, applying the knowledge and skills learned in the classroom to the on-site work experience with the supervisor giving periodic performance feedback. Internships may be paid or unpaid.

B. Catalog Description

1. The respective curriculum committee requires that authors receive feedback from the committee’s Catalog Description Evaluator whenever submitting a proposal for a new course or modifying the description of an existing course. Although the Catalog Description Evaluator will automatically receive proposals in the curriculum software workflow, it is recommended that faculty solicit feedback on new or modified catalog descriptions via email before initiating workflow in the curriculum software to facilitate the approval process.

2. Guidelines:

- a. Descriptions do not need to be furnished for reserve-numbered courses (e.g., Independent Study X95, Topics X96).
- b. Course descriptions should begin with a noun or noun phrase, e.g. “Exploration of...”; “Approaches to...”; “Introduction to...”
- c. Because it must begin with a noun phrase, the first sentence will always be a fragment. Faculty may use their discretion in deciding whether later sentences are complete sentences or sentence fragments.
- d. Descriptions should not exceed 60 words and in most cases should be much shorter than 60 words.
- e. Descriptions do not include descriptions of instruction hours, such as stating that there are “2 hours of classroom instruction and one hour of lab instruction per week.” If this is included, it is part of the 60-word limit.
- f. Descriptions should offer only the most basic information about the course content. Unless it is part of the fabric of the course, information about grading procedures, pedagogical approaches, or other information about the structure and style of the course is not permitted.
- g. Prerequisites, co-requisites, and semester of offer are not to be included in the description. These will be addressed in the curriculum software proposal, not included in the description.
- h. Sequential courses with identical names and/or descriptions are not allowed.
- i. In general, lecture courses with corequisite lab components (e.g., BIOL 101 & BIOL 101L) should have identical course descriptions; however, departments may choose to have a differing lab description, if that better fits the lab. If a differing lab description is used, then specific SLOs and assessments must be identified.

3. Examples

- a. An example of a poorly worded course description:

ACCT 202 Principles of Managerial Accounting

This basic course introduces the use of accounting information in managerial decision making, control, and planning that are employed by practicing accountants. Students will be provided the opportunity to develop and demonstrate understanding of the skills of bookkeeping, generally accepted accounting principles, and financial statements. Prerequisites: ACCT 201, and CISB 101 or CISB 205.

Problems with the above example: The first sentence is not a noun phrase, and it is a full sentence. Both sentences include expendable information and extra words. Finally, prerequisite should not be included in the proposed description; this information is provided elsewhere and will be added to the catalog separately.

- b. A much better course description:

ACCT 202 Principles of Managerial Accounting

Introduction to the use of accounting information in managerial decision making, control, and planning. Skills associated with bookkeeping, financial statements and other accounting practices will be developed.

- c. A second example of a poorly worded course description:

BIOL 316 Animal Behavior

Focuses on mechanisms and evolution of animal behavior. Analysis of a variety of social and individual behaviors across the animal kingdom at both proximate and ultimate levels. Students will conduct original research projects on some aspect of animal behavior in nature and will be graded according to standardized rubrics.

Problems with the above example: Although the first sentence is a fragment, it begins with a verb instead of a noun phrase. The last sentence is about the pedagogy and grading of the course and should be deleted.

- d. A much better course description:

BIOL 316 Animal Behavior

Mechanisms and evolution of animal behavior. Analysis of a variety of social and individual behaviors across the animal kingdom at both proximate and ultimate levels.

C. Course Learning Outcomes

All proposals to create a course must include a list of course student learning outcomes (SLOs). A linkage between the course student learning outcomes and the program student learning outcomes must be identified as part of the justification for the course.

The list of course student learning outcomes will be preceded with the statement “Upon completion of this course, a student should be able to:” Each SLO will be measurable.

Course student learning outcomes should also be included in the course syllabus each time the course is taught.

Course and program student learning outcomes are submitted to the AVPAA Assessment and Accreditation through the curriculum software workflow. Significant changes to course learning outcomes do constitute a course modification and must be submitted to the respective committee for review.

D. Topical Course Outline

All proposals to create a course must include a topical course outline.

The topical course outline will specify the major topics that are included in the course. Detail beyond the first level of the outline is not required. The submitted topical course outline will not include dates or textbook/readings references or other material that is often found in a syllabus.

E. Contact and Credit Hours

The justification for extensive modifications of this and subsequent sections of this Manual are best explained by the following statement from The Higher Learning Commission's Federal Compliance Program: A Guide for Institutions and Teams: "These policies came about in response to a new regulation promulgated by the U.S. Department of Education implementing a new federal definition of the credit hour and requiring accreditors recognized by the Department to evaluate credit hour allocations at their accredited and applying institutions. This regulation was adopted by the Department in November 2010. Although there have been several efforts by the higher education community to have the regulation revised or even overturned, those efforts have not been successful. The Commission must have a policy and procedure in place by July 2011 to meet the new regulatory requirement, but recent information from the Department indicates it will provide for some time after July 1 when an agency can be making a good faith effort to come into compliance."

In accordance with CDHE policy and procedures, a contact hour is a programmed class period of not less than 50 minutes nor more than 60 minutes. Colorado Mesa University defines a contact hour as 50 minutes and a credit hour (a.k.a. semester hour) as the amount of work represented in intended learning outcomes and verified by evidence of student achievement in 750 minutes (15 contact hours times 50 minutes) of academic engagement plus a minimum of 1500 minutes of student preparation, reflecting a 2:1 relationship between student preparation and academic engagement for a typical lecture course. The minimum hours of student preparation per credit hour doubles for graduate level courses. The required time per credit hour does not vary regardless of wherever or however courses are delivered. Certain types of courses do alter the ratio of academic engagement hours to student preparation hours, as discussed below.

For traditional three-credit-hour classroom lecture-style courses, the required time can be achieved in a number of formats, including but not limited to those in the following table.

Requirement for courses of other credit hours, terms, days of the week, can be extrapolated from Table III-1.

Table III-1 Minimum Required Minutes for 3-Credit-Hour Class in Various Delivery Formats

Type of Term	Days of the week	Days per term	Minutes per day	Academic Engagement		Student Preparation (time doubles for graduate courses)	
				Minutes per term	Contact Hrs./term	Minutes per term	Contact Hrs./term
Semester	M W F	45	50	2250	45	4500	90
Semester	T Th	30	75	2250	45	4500	90
Semester	One	15	150	2250	45	4500	90
Mod (.5 semester)	M W F	23	100	2250	45	4500	90
Mod (.5 semester)	T Th	15	150	2250	45	4500	90
3-Week (J-Term)	MTWThF	15	150	2250	45	4500	90
3-Week (Summer)	MTWThF	15	150	2250	45	4500	90
4-Week (Summer)	MTWTh	15	150	2250	45	4500	90

“Academic engagement” may include, but is not limited to: participating in an academic assignment, listening to class lectures or webinars (synchronously or asynchronously), listening to a guest speaker, taking an exam, completing a writing assignment, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, conducting research (e.g., for a project, play production, etc.), contributing to an academic on-line discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the class, conducting laboratory work, or completing an externship or internship.

“Student preparation” may include, but is not limited to: homework such as reading and study time, completing outside assignments and projects, practice for performance, writing lab reports, attending mandatory theatre and music performances, observing professional meetings (e.g., school board meetings for education courses), and attending faculty seminars and colloquia.

All academic engagement and student preparation must be documented in the proposal to add or modify a course and in a course syllabus. The course proposal documentation must include the total academic engagement and student preparation hours and an indication of the type of course from Table III-2, below. The course syllabus must

include a reasonable approximation of the time required for the student to complete assignments, the evaluation methods, and the weighting in the final grade. Verification that the course addition or modification documentation contains the required material is the responsibility of the respective curriculum committee. The syllabus must reflect institutional requirements and the faculty member of record is responsible for adhering to the syllabus. The syllabus must include a statement indicating that “An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU’s Curriculum Policies and Procedures Manual.” The corresponding statement for graduate course syllabi will indicate “four hours outside the classroom ...”.

Table III-2 lists the ratio of contact hours to credit hours per CDHE policy as it appears in Full Time Equivalent (FTE) Reporting Guidelines and Procedures, April 2019, modified to reflect additional CMU course types. A “base contact hour” in the chart indicates the number of contact hours per week for a fifteen-week semester.

Table III-2 is included for reference purposes regarding the comparative nature of differing types of courses. The two right-hand columns have been added to further clarify the corresponding time requirements at Colorado Mesa University. For those class types for which the number of contact hours and credit hours are not a one-to-one equivalent, the combined academic engagement and student preparation hours must total a minimum of 2250 minutes per credit hour.

The above mentioned CDHE document also explains that credit hours for thesis/dissertation, study abroad, internships, student teaching, independent study, or research, and vestibule labs as “institutionally defined.” Rows and columns have been added to the CDHE table for those course types to create Table III.2.

See Section III.H below for Colorado Mesa University’s contact and credit hour requirements for independent study, directed reading, internship, practicum, directed readings, directed research, culminating experience, thesis, and dissertation courses. See Section III.I below for policy regarding alternative delivery courses and hybrid courses.

Table III-2 CMU Contact/Credit Hour Conversion and Minimum Minutes by Course Type

Instructional Activity	Definitions	Minimum Base Contact Hours for One Credit Hour	Academic Engagement (minimum minutes)	Student Preparation (minimum minutes) *
Lecture	Formal faculty presentation/communication	1.0	750	1500
Recitation: Discussion/Seminar	Two-way (student and faculty) communication of course materials	1.0	750	1500
Laboratory: Academic/ Clinical	Instructional activities conducted by faculty requiring student participation, experimentation, observation, or practice	2.0	1500	750
Lecture/Laboratory: Vocational/ Technical	Instructional activities involving training for employment in a work-like environment with active faculty teaching role	1.5	1125	1125
Art Studio	Painting, sculpture, and other lab-type activities conducted by faculty	2.0	1500	750
Field Instruction	Instructional activities conducted by faculty and designed to supplement individual course work	2.5	1875	375
Music: Private Instruction	Formal presentation in a one-to-one session between student and instructor	.5	375	1875
Music: Studio	Band, ensembles, music labs, etc. conducted by faculty	2.5	1500	750
Physical Education: Recreation Courses	Physical education and recreation activities conducted by faculty designed for development of skill proficiencies	1.5	1125	1125
Student Teaching	A student registers for 12 credit hours undergraduate or 9 credit hours graduate and no other courses during student teaching semester and is supervised by an approved classroom teacher and CMU faculty. Student must complete at least 600 clock hours over at least 75 days for 12 credit hours (undergraduate) or 9 credit hours (graduate) and meet exit presentation requirements	See column at left.	3000 per credit hour (40 contact hours per week)	Sufficient to prepare for classes and produce exit requirements.
Study Abroad: CMU course	Course that combines travel with formal learning experiences as defined above	Academic engagement minutes and student preparation minutes must match those for corresponding course type.		
Study Abroad: Course of a Foreign Institution	ISEP maps the credit hours and content to CMU courses	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		
Internship/Practicum	On-the-job learning experience guided by a contract that specifies student learning objectives, assignment & hours	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		
Independent Studies / Directed Readings / Directed Research	Controlled learning experience supervised by faculty and guided by a contract that specifies student learning objectives, assignment & hours	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		
Thesis/Dissertation/ Culminating Experience	Controlled learning experience supervised by faculty and guided by a contract that specifies student learning objectives, assignment & hours	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		

Professional Immersion	Intensive formal experience culminating in certification	Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour
Mixed Instruction Method or Hybrid Courses	Course that mixes multiple course types. Hybrid refers to courses that mix online and in classroom delivery	See Section III.I, below.

* For graduate courses, student preparation time is twice the indicated minutes.

F. Topics Courses

1. Topics courses must be approved by the appropriate department head prior to being offered and must meet the same requirements as a formal course addition, including the inclusion of a course description, course learning outcomes, a topical outline, and course schedule.
2. Courses numbered X96 (Topics) with identical or substantially similar content and titles may be offered up to three times within a six-year time frame. If offered a third time, a new course proposal submission for that title and content must be submitted during the semester of the third offering. Whether or not a course addition is approved, the content and title should not then be repeated as a Topics course within six years after the course was last offered. Departments should keep careful records of all Topics courses (including titles and course outlines) to ensure that students taking more than one X96 course are not repeating material for additional credit.

G. Honors Courses

1. Curriculum committee approval is not required to add an Honors option for an existing course in an Honor student program of study. The addition is handled by the Honors Program, the student, the faculty member for the course, and the Registrar.
2. Curriculum committee approval is not required to designate a particular section of a cataloged course to be offered only for students in the Honors Program. That is a matter to be handled by the Honors Program, the affected Department Head, the assigned faculty member and the Registrar.
3. Creating, modifying or deleting any course that is designated to be taken only by students in the Honors Program will be handled by the appropriate curriculum committee as any other course. The justification for creating or modifying an Honors-only course must include explanation of the components of the course that distinguish it from other courses that might cover the same content. This includes courses with the HNRS prefix proposed by the Honors Program as well as Honors-only courses proposed by academic departments.
4. Substantial modification to the structure of courses within the Honors Program will be proposed by the Honors Program and approved by the appropriate curriculum committee.

H. Individualized Learning

For these individualized learning experiences there must exist an appropriate course (e.g., an internship cannot be conducted using an independent study course number) approved by the appropriate curriculum committee, as are all other courses. Curriculum committee approval is not required for any student to enroll in such courses. Rather, a student develops a contract in conjunction with the supervising faculty member (and supervisor in the case of internship) before permission is granted to enroll in the course. The contract must specify the learning outcomes and means of assessing student performance for that particular study. The contract must be signed by faculty member and student (and supervisor in the case of internship).

A learning contract will require a minimum of 750 minutes of academic engagement and 1500 minutes (3000 minutes for graduate level courses) of student preparation for each one credit hour enrolled. The academic engagement portion will provide a continuous student learning environment. A learning contract will require and specify a description of the learning experience, a list of measurable student learning outcomes specific to that individualized learning experience, a description and listing of reporting, monitoring and evaluation procedures, and a requirement for a written summary report of accomplishments. The contract is approved and signed by the student, the supervising faculty member, and the department head (and a supervisor at the place of employment in the case of internships) prior to the student registering for the course. All independent learning experiences in the class schedule will require permission of the department head in order for the student to register.

It is the responsibility of the appropriate department head to verify the contract meets requirements and it is the responsibility of the supervising faculty member that the contract is fulfilled. The department will retain a file of all contracts and summary reports. In addition to the requirements stated above, a student must also meet all requirements specified in the CMU Catalog.

A maximum of 15 semester credit hours of individualized learning may be used to satisfy the required academic semester credit hours for a baccalaureate degree and 6 semester credit hours may apply toward an Associate of Arts or Associate of Science degree. A maximum of 15 semester credit hours may apply toward the 40 upper division hours requirement. No restriction on the maximum number of semester credit hours above and beyond any degree requirement is intended. These restrictions do not apply to the Associate of Applied Science degree or technical certificate programs. Exceptions may be granted for a program when it is documented in the program approval process that more hours are required to align to a nationally recognized curriculum or with licensing/certifying requirement. A department head may grant an exception for special circumstances.

I. Alternative Delivery and Hybrid Courses

1. A curriculum committee does not approve the method of delivery of courses. However, any courses offered in an alternative delivery manner are expected to include the same degree of rigor as courses taught using traditional methods. Furthermore, any proposals for courses or programs intended solely or primarily for alternative delivery must be approved by the appropriate curriculum committee to ensure the academic rigor of the course is consistent with the University's traditional offerings. Such courses and programs will be subject to the same University credit hour, student learning objectives, and assessment policies as all other courses and programs.
2. A Hybrid course is one that includes a mixture of online and in-classroom delivery modes, and a Mixed Instruction Method course is one that includes a mixture of course types from Table III.2 and/or delivery modes. Such courses and programs will be subject to the same University credit hour, student learning outcomes, and assessment policies as all other courses and programs. The syllabus must indicate how the mixture of course types contributes to satisfy the credit hour policy minimum minutes.

J. Competency Credit, CLEP Exams, and Related Experiences

Granting credit for competency or for passing CLEP examinations is a matter between the Registrar's Office, the student, and the academic department in which the subject matter resides. A curriculum committee will not approve the creation of any specialized new course(s) to accommodate such non-traditional means of earning credit. Refer to academic policies, procedures of the Registrar's Office, and CDHE guidelines for more information.

K. Non-Credit Courses

Courses that are not offered for credit may not be counted in degree programs or certificates, with the exception of MUSA 101.

L. Essential Learning Courses and Subcommittee

1. Nature of Essential Learning courses
 - a. Essential Learning courses are designated to exist within specific categories of the Essential Learning Program, the design of which is guided by philosophies and learning outcomes stated in the Catalog. The Essential Learning Subcommittee of the Undergraduate Curriculum Committee is responsible for the structure of the Essential Learning program. The Essential Learning Subcommittee also serves in an advisory capacity to the VPAA.
 - b. Essential Learning courses must be numbered within the 100 or 200 level.
 - c. Essential Learning courses cannot have prerequisites, except for courses in a sequence, such as MATH or ENGL, for which any college-level prerequisite course is also contained in the Essential Learning program.

- d. Inclusion in the statewide gtPathways transfer program is an administrative matter not handled by any curriculum committee. For a course to be considered for inclusion in the statewide gtPathways transfer program, it must first be approved for inclusion in the Colorado Mesa University Essential Learning program.
2. Applying for Essential Learning status
- a. The proposing department will provide the required course addition or modification form according to the procedures in Section II of this Manual and UCC published due dates for the current year.
 - b. The proposing department will provide a justification for inclusion of the course within Essential Learning, specifying:
 - i. The Essential Learning category in which the proposed course will be listed.
 - ii. The required number of Essential Learning student learning outcomes that the course attempts to achieve. (Alignment with two goals is required for assessment of each Essential Learning course.)
 - iii. The course catalog description, course learning outcomes of the course, and the topical course outline.
3. Consideration by the Essential Learning Subcommittee and by the Undergraduate Curriculum Committee
- a. The Essential Learning Subcommittee determine whether the course aligns properly with the required number of Essential Learning goals and will vote to approve or deny the proposal. The Essential Learning Committee Chair will then approve or rollback the Essential Learning proposal.
 - b. If the proposal is for a new course, the discussion and approval vote on inclusion in Essential Learning must occur by the Essential Learning Subcommittee in addition to the approval of the new course by the Undergraduate Curriculum Committee.
 - c. If the proposal is for a course modification and there are other modifications in addition to the proposal for inclusion in the Essential Learning Program, the discussion and vote on inclusion in the Essential Learning Program must occur as well as approval by the Undergraduate Curriculum Committee.
4. Maverick Milestone Courses
- a. Individual proposals for sections of the Maverick Milestone will be considered and approved by the Essential Learning Committee, which will determine their own procedures for doing so in consultation with the VPAA.

M. Proposals to Inactivate or Reinstate a Course

1. A proposal to Inactivate a course shall include a Course Inactivation Form and justification for the proposed deletion.
2. A proposal to reinstate a course shall include a Course Modification Form and justification for the proposed reinstatement. If course to be reinstated requires modifications, the modifications will be proposed in the reinstatement proposal.
3. The head of each academic or technical department is responsible for presenting all proposals for courses from that department to the appropriate on-campus review body.
4. Course inactivation or reinstatement will be effective beginning with the next academic year if the proposal is approved by the corresponding published deadlines of the appropriate curriculum committee.

N. Dual-Listed, Equivalent, and Cross-Listed Courses

1. **Dual-Listed Courses** - Dual-listed courses are paired courses that are taught simultaneously at both the undergraduate and graduate level. The courses are offered with the same meeting time, location, and instructor or paired instructors; however, additional requirements are established for completion of the course by graduate enrollees. Dual-listed courses can be listed under more than one subject code.

Students can only earn credit for either the graduate or undergraduate iteration of the course, even if the student enrolls in one as an undergraduate student and the other as a graduate student. In cases where the student completed the course as an undergraduate for undergraduate credit, the department must advise the student on alternative credits to complete for substitution if the course is a graduate degree requirement. The department would need to file a Course Substitution Waiver with the Registrar's Office to have this alternative course count for completion of the given degree requirement.

2. **Equivalent Courses** - Equivalent courses are those courses that cover the exact same course content but are listed under different subject codes. These may or may not have the same course number, but they must be offered at the same enrollment (undergraduate or graduate) and division (lower, 100-200, or upper, 300-400) level. Additionally, equivalent course must have the same title, credit hours, contact hours, instructional type, engagement and preparation minutes, repeat for credit limits, prerequisites, co-requisites, course description, topical course outline, and student learning outcomes. Courses offered in both an honors and standard credit version are also considered equivalent courses. When courses are defined as equivalent, students may only earn credit for one of the equivalent courses in the set.

When proposing equivalent courses that have both lecture and laboratory components, all coordinating components must have the same co-requisites, which

could affect enrollment. For instance, if GEOL 1XX and ENVS 1XX are proposed as equivalent course with the co-requisites of GEOL 1XXL or ENVS 1XXL, students could technically enroll in GEOL 1XX and ENVS 1XXL. By proposing such lecture and laboratory combinations as equivalents, departments are accepting the possibility that students may complete both components for credit even if they enroll in the lecture under one subject code and in the laboratory under the other subject code.

3. **Cross-Listed Courses** - The term “cross-listed courses” is used for course scheduling purposes only and may not be used for curriculum proposals. This refers to two or more course sections that are scheduled with the same meeting time, location, and instructor or paired instructors. These courses may or may not have the same subject codes or course number and may or may not be offered at the same academic level. For instance, two courses could be dual listed at the curriculum/catalog level and would then be cross listed when offered simultaneously.

IV. Policies Pertaining to Academic Programs

A. Credit Hour Requirements

1. 120 semester credit hours are required in every bachelor program, to include at least 2 semester credit hours in Kinesiology. Each student must take KINE 100 plus one activity (KINA) course.
2. Bachelor programs above 120 semester credit hours will be permitted only when it can be documented that such programs are consistent with professional accreditation and/or licensure as defined by CDHE policy.
3. Associate of Arts and Associate of Science programs contain 60 semester credit hours; Associate of Applied Science programs contain 60-75 hours.
4. Professional and Technical Certificate programs (a.k.a. “Certificates”) contain 5-59 semester credit hours (see Section IV. G.)
5. Master programs must contain a minimum of 30 semester credit hours of 500 level or higher courses and include a culminating experience or thesis/dissertation.
6. A doctoral program must contain a minimum of 60 semester hours of courses at the 500, 600, and 700 levels. At least thirty semester hours must be at the 600 or 700 levels. Thirty semester hours may be at the 500 level and may be comprised of a master program at the discretion of the department in which the doctoral program resides. A doctoral program must include a dissertation or alternative culminating experience, which comprises at least six semester hours at the 700 level in the program.
7. For Associate programs, all courses and hours specified by a department must be included in the Major. For Bachelor programs, all courses and hours specified by a

department must be included in the Major or in the Foundation Courses. Exemptions for PTO programs to name essential learning courses are explained in IV.C.2.f.

B. Upper Division Course Requirements

1. A bachelor program must contain a minimum of 40 semester credit hours of courses numbered 300 or higher.
2. Exceptions to the 40 hours of upper-division credit hour requirement may be made for programs that document the following criteria:
 - a. The program is in an applied or professional discipline.
 - b. The educational standard for the program-type can be clearly established as lower than 40 credits of upper-division.
 - c. Students in the program are admitted with a current professional credential.
 - d. The 40-hour credit requirement inhibits the competitiveness of the program.
3. Exception for Bachelor of Applied Science is stated in Section IV.E.
4. Exception for Interdisciplinary Majors is stated in Section IV.E.

C. Essential Learning Requirement and Degree Categories

(Note: “Degree Distinction” has been superseded by the Degree Category policies, described below, by action of Faculty Senate on April 2, 2009.)

1. **a. Essential Learning Requirement for Bachelor, Associate of Arts and Associate of Science Programs.** Each student shall complete the minimum semester credit hour Essential Learning program as specified by the Colorado Mesa University faculty. The English requirement may be specified at the university level. The Mathematics requirement may be specified at the program level. Any university-wide Essential Learning requirements in a student’s primary discipline area will be replaced with a requirement for Essential Learning electives from other disciplines. Otherwise, students should be allowed to select their Essential Learning courses from the designated list according to their own preferences, except as provided in Section IV.C.2. Programs requiring more than 10 credit hours of Essential Learning Natural Sciences classes may specify courses in the Natural Sciences category, provided there are at least 10 credits of Natural Sciences Essential Learning classes remaining in the Foundation or Major requirements section of the program.

b. Essential Learning Requirement for Associate of Applied Science Programs. The Essential Learning requirements for the Associate of Applied Science must include a minimum of fifteen semester credit hours to include three hours of written communication and three hours of written or oral communication, a minimum of three hours of mathematics, and a minimum of six hours of Social Sciences, Natural Science, Fine Arts, or Humanities. Programs may stipulate specific courses within

the Essential Learning categories. In addition to the Essential Learning requirements, other lower division requirements include KINE 100 Health and Wellness and one hour of Kinesiology activity (KINA). Additional lower division requirements may apply to some degrees, e.g. prerequisites.

2. Degree Categories for Bachelor Programs. The baccalaureate degrees offered at Colorado Mesa University can be categorized into six distinct categories as described below. Whenever a new degree program is proposed to the Undergraduate Curriculum Committee, the degree will be determined to be a part of a category based on the category description and will then be required to adhere to the category requirements.

- a. Category 1: Bachelor of Science

- i. Description: The Bachelor of Science degree is designed to give the student a strong technical background with an emphasis on math and science, which results in a more concentrated major and a firm foundation for highly technical graduate programs.
- ii. Category Requirements: Candidates for the Bachelor of Science and Bachelor of Science in Nursing degrees shall complete at least three semester hours of the following: CSCI 110 or higher or STAT 200 or higher, or a math course at a level beyond the Essential Learning requirement. Candidates must complete each of these courses with a grade of “C” or higher. At the discretion of the Math and Statistics faculty and with the approval of the Math and Statistics department head, a student may satisfy the requirement of their program by a demonstration of equivalent competency. Essential Learning cannot be prescribed for majors in this category.

- b. Category 2: Bachelor of Arts and Bachelor of Fine Arts

- i. Description: The Bachelor of Arts and Bachelor of Fine Arts degrees embrace a traditional liberal arts education by exposing students to a wide range of disciplines and intellectual traditions in the arts and sciences.
- ii. Category Requirements: Candidates for the BA degrees shall complete six sequential semester hours of one classical or modern foreign language with a grade of “C” or higher. At the discretion of the foreign language faculty and with the approval of the department head, a student may satisfy this requirement by demonstration of equivalent competency. Students with two or more years of high school coursework in a foreign language may (1) see the department head for placement in a higher-level class; (2) receive credit by successful completion of a CLEP test in that language; or (3) pursue another language. Bachelor of Fine Arts degrees may or may not have a one or two semester foreign language requirement as described above. See program sheet. Essential Learning cannot be prescribed for majors in this category.

- c. Category 3: Bachelor of Music
 - i. Description: The Bachelor of Music degree is designed for those students who desire a professional career in music performance or the music business industry.
 - ii. Category requirements: This degree is a PTO degree. See PTO category requirements below.
- d. Category 4: Bachelor of Music Education
 - i. Description: The Bachelor of Music Education degree provides students with the knowledge, skills, and musicianship to become a successful music educator. Studies in music theory, history, literature, ensemble performance, and applied study give the student a strong foundation on which to build a successful teaching career.
 - ii. Category requirements: This degree is a PTO degree. See PTO category requirements below.
- e. Category 5: Bachelor of Social Work
 - i. Description: The Bachelor of Social Work prepares students to attain employment in the field and to enhance and sustain the welfare and well-being of citizens, organizations and communities of Western Colorado and the state.
 - ii. Category requirements: This degree is a PTO degree. See PTO category requirements below.
- f. Category 6: Professional, Technical or Other (PTO) Programs
 - i. Description: A professional, technical or other baccalaureate degree is one wherein the curriculum must align with the requirements or recommendations of a nationally recognized accrediting, licensing, certifying, or professional organization in order to maintain the academic integrity of the program. Any program which is proposed to be in the PTO category must identify the accrediting, licensing, certifying, or professional organization with which it aligns.
 - ii. Category Requirements: All PTO programs that are designed as BS or BA, or based on the framework of a BS or BA, will follow the category requirements unless they have applied to and received approval from the Undergraduate Curriculum Committee for an exception. Essential Learning cannot be prescribed in this category unless the program has received such an exception.

Programs will be granted exceptions to the category requirements (i.e., prescribed Essential Learning and/or deletion of language or math/stats requirement) only in cases where they cannot otherwise meet the requirements or recommendations of the nationally recognized accrediting, licensing, certifying, or professional organization referenced above within 60 credit hours. In cases where a current program seeks PTO status or a current program with PTO seeks a requirement exception, the PTO Curricular Exceptions on the curriculum proposal must be completed.

All Associate of Applied Science (AAS), Bachelor of Applied Science (BAS), Bachelor of Business Administration (BBA), Bachelor of Fine Arts (BFA), and Bachelor of Science in Nursing) BSN programs will be considered PTO Programs.

- Refer to section IV.E for information on the AAS category.
- Refer to section IV.E for information on the BAS category.
- BFA programs are based on the BA category framework. BSN and BBA programs are based on the BS category framework. When requirement exceptions are sought, committees will review these in relation to each program's base category.

The following programs have also been approved by the Undergraduate Curriculum Committee for PTO status on the indicated dates. These are divided by the degree category upon which the program is based and from which exceptions may be granted.

- BS framework-based programs/degrees:
 - BS in Accounting, September 24, 2009
 - BS in Computer Information Systems, September 24, 2009
 - BS in Construction Management, April 8, 2010
 - BS in Mechanical Engineering Technology, February 27, 2014
 - BSRS in Radiologic Sciences, January 26, 2017
- BA framework-based programs/degrees:
 - BM in Music with Elective Studies in Business, March 10, 2016 (refer also to IV.C.2.)
 - BM in Music Performance, March 10, 2016 (refer also to IV.C.2.)
 - BME in Music Education K-12, March 10, 2016 (refer also to IV.C.2.)
 - BSW in Social Work, September 26, 2013 (refer also to IV.C.2.)

- The following are based on the framework of the degree category indicated in the degree or award field of each approved program:
 - All Teacher Education bachelor programs, January 28, 2010

The number of hours required for a major in a PTO degree may exceed 60 hours when verified by the Undergraduate Curriculum Committee to be necessary to meet degree requirements which are set by the identified accrediting, licensing, certifying, or professional organization.

D. Majors in Bachelor Programs

1. Guidelines for traditional majors:
 - a. Each student must complete at least 36 semester credit hours in a primary discipline and a maximum of 60 semester credit hours with support courses, except as noted above for PTO Programs.
 - b. Majors consisting of more than 48 semester credit hours in the primary discipline are permitted only when it can be documented that such programs are consistent with professional accreditation and/or licensure, except as noted above for PTO Programs.
 - c. At least fifty percent of the credit hours required for the primary discipline shall be in courses numbered 300 and above.
2. Guidelines for interdisciplinary majors:
 - a. Each approved major will consist of 45-75 semester hours of credit derived from three or more disciplines as identified by course prefix.
 - b. At least 24 hours of the designated course work must be at or above the 300 level and consist of courses from at least three disciplines as identified by course prefix.
 - c. Majors with designated course work beyond 75 semester hours will be permitted only where documentation reflects professional accreditation, licensure, technology and industry standards, or graduate school requirements.
3. Concentrations
 - a. For traditional majors, a concentration is a related set of courses within the primary discipline. In programs where two or more areas of concentration are to be offered under a major, a core curriculum shall be common to all programs.
 - b. Concentrations do not apply to interdisciplinary majors.

E. Bachelor of Applied Science

The following conditions exist for the Bachelor of Applied Science (BAS) degree and must be specified on the program sheet.

1. To be admitted to the BAS, a student must have earned an Associate of Applied Science (AAS) degree, from a regionally accredited institution. Thirty-six (36) hours from the technical coursework of that AAS degree transfers into the BAS as a block of courses. Other associate degrees can be considered only if they are judged to be equivalent to an AAS. Conditional admission may be granted to a student who is in the process of completing an AAS.
2. The BAS degree must contain at least 33 hours of upper division courses.
3. The BAS degree must contain the University's prescribed Essential Learning program. Essential Learning courses may be transferred into the University.
4. No Recommended Sequence of Courses sheet is required as the remaining courses to be taken vary from one student to the next.

F. Minors

1. Minors should consist of 15-24 semester credit hours. Prerequisites outside the minor prefix should not be counted within the 15-24 hours. It is required that a minor, if selected, be outside the major so as to encourage a secondary focus to broaden the scope of the educational experience.
2. Colorado Mesa University shall allow double counting of courses in achieving minor(s).

Credit hours for the completion of a minor may include:

- General education credits
- Course requirements specific to a major

Note: Double counting may not occur between Essential Learning and course requirements specific to a major.

3. At least 33 percent of the credit hours required for the minor must be in courses numbered 300 and above.

G. Certificate Programs

Departments may propose creation, modification or deletion of certificate programs, which do not need to include the University's Essential Learning requirements.

Certificate programs specify fields of study rather than majors. Certificate programs contain 5-59 semester credit hours. Proposals for Certificates follow the same guidelines as for degree programs. CMU recognizes the following types of Certificates:

1. A Technical Certificate contains only lower division (1xx-2xx) courses and aligns with the Technical Certificate category in CDHE terminology and policies.
2. A Professional Certificate contains primarily upper division (3xx-4xx) courses. For a student to attempt a Professional Certificate after the student has earned a baccalaureate degree, the student must be admitted to study as a post-baccalaureate student or as a graduate student.
3. A Graduate Certificate contains primarily graduate level (5xx-7xx) courses. A student must be admitted as a graduate student to attempt a Graduate Certificate.

H. Atypical Packaging of Programs

1. For programs that are packaged in atypical manners, the undergraduate portion of such programs must be approved through the normal channels for undergraduate programs. One example of such unique packaging is a “3+2” program, from which a graduate earns both a bachelor and a master’s degree.
 - a. If there are no changes to an existing undergraduate program which is proposed to be packaged in an atypical manner, the required documents are
 - i. a justification of need for the atypical packaging,
 - ii. the CDHE forms for the atypical packaging,
 - iii. the current program sheet for the previously approved program, and
 - iv. the proposed course sequencing for the new packaging.
 - b. If there are changes to an existing undergraduate program which is proposed to be packaged in an atypical manner, the proposal must be approved as any other modification to an existing program, including all required documentation plus:
 - i. a justification of need for the atypical packaging,
 - ii. the CDHE forms for the atypical packaging, and
 - iii. the proposed course sequencing for the new packaging.
 - c. If a unique set of undergraduate courses is proposed to be packaged in an atypical manner leading to an undergraduate degree and that unique set of courses is not presently approved as a program of study, that set of courses must be approved as any other proposal for a new program, including all the required documentation plus:
 - i. a justification of need for the atypical packaging as well as justification for the need for the new program,
 - ii. the CDHE forms for the atypical packaging, and

- iii. the proposed course sequencing for the atypical packaging.
- 2. Within “3+2” programs, no course can be counted for both the bachelor and the master’s portion of the program.
- 3. Programs, such as “3+2”, which package both an undergraduate and graduate component must be submitted separately and approved by both the Undergraduate Curriculum Committee and by the Graduate Curriculum Committee.

I. Proposal Requirements for All New Programs

- 1. All proposals for degree programs will be written in accordance with Section I, of the CDHE Policy Manual.
- 2. Suggested minors shall be identified in the proposals for degree programs.
- 3. Proposals for new programs must include the information described below:
 - a. Identifying information
 - i. Name of program
 - ii. Name of department proposing program
 - iii. Name of person preparing forms
 - b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
 - i. Identify program student learning outcomes, SLOs
 - ii. Identify linkage of program SLOs to institutional SLOs
 - iii. Illustrate relationship of SLOs to proposed curriculum using curriculum map format
 - iv. Identify planned assessments for the program SLOs.
 - c. Program goals as they pertain to Colorado Mesa University’s goals and objectives and Colorado Mesa University’s Role and Mission.
 - d. Program strengths, special features, innovations, and/or unique elements.
 - e. External agencies, such as program accreditations, professional associations, as well as licensing requirements that have helped shape the program’s curriculum, i.e., effects such as length of the program, program content or mode of delivery, potential program accreditation and an appropriate accreditation timeline.
 - f. Program admissions requirements (if any beyond admission to institution).

- g. Rationale and justification for the program demonstrating the demand, as evidenced by:
 - i. Employer need/demand as demonstrated by evidence such as:
 - (a) Identification of several potential employers of program graduates;
 - (b) Projected regional and/or statewide need for graduates from current labor market analyses and/or future workforce projections/studies (potential source: <https://www.bls.gov/ooh>)
 - (c) Surveys made by external agencies;
 - (d) Letters of direct employer support may be used. Include letters indicating the availability of positions for graduates of the proposed programs, signed by an individual in a senior position of authority.
 - ii. Student demand as demonstrated by evidence such as surveys of potential students to answer the question: “what is the student population served by program implementation?”
- h. Relationship of the proposed program to existing programs on campus and to similar programs within the state, with a rationale reflecting that proposed program demand cannot be met by another program (i.e., program implementation is not an unnecessary duplication).
- i. Curriculum, including identification of new courses and the numbers, names, and sequencing of all courses, as well as demonstration of compliance with CMU's Credit Hour Policy as required by the U.S. Department of Education and articulated by the Higher Learning Commission;
- j. List of faculty and their qualifications and any need for additional faculty.
- k. Description of learning resources needed for implementation. Scope and quality of library holdings, laboratories, clinical facilities, and technological support as applicable.
- l. Intended delivery mode for program. For programs delivering any coursework via 1) alternative formats, 2) outsourcing, and/or 3) a consortial relationship, the program proposal must demonstrate compliance with requirements as specified by the U.S. Department of Education and articulated in the Higher Learning Commission policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA office.
- m. For Professional, Technical or Other Programs, the justification must include:
 - i. Rationale for program to be in the PTO category.

- ii. Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
 - iii. Rationale for the program to exceed 60 credit hours, if applicable.
 - iv. Rationale for prescribing Essential Learning courses, if applicable.
 - v. Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
- n. Enrollment Projections. See website for form.
 - o. Physical Capacity Estimates. See website for form.
 - p. Program Costs – Projected Expense and Revenue Estimates. See website for form.
 - q. Library Analysis of current holdings to support program (prepared by the Library).
 - r. Statement indicating whether program qualifies for financial aid (prepared by Financial Aid).
4. The head of each academic or technical department is responsible for presenting all proposals for degree programs from their department to each on-campus review body. Proposals for multi-disciplinary majors and/or minors will be presented by the heads of all departments associated with the proposal.
 5. The Vice President for Academic Affairs or the Vice President for Community College Affairs is responsible for presenting the proposals for degree programs to the Colorado Mesa University Board of Trustees and the CDHE (Colorado Department of Higher Education).

J. Proposals for Deleting a Program

1. A proposal to delete an academic program shall use the Program Inactivation Form. The following is required: justification for the proposed deletion, and a detailed “teach out” plan for students currently in the program to be able to complete their studies in that program.
2. The head of each academic or technical department is responsible for presenting all proposals for degree programs from their department to each on-campus review body.
3. The Vice President for Academic Affairs is responsible for presenting the proposals for degree programs to the Colorado Mesa University Board of Trustees and the CDHE.

4. If the Board of Trustees has approved the deletion of a program prior to its presentation to a curriculum committee, the department responsible for that program still must submit the Program Inactivation for the formal record and a teach out plan for consideration by the committee.

K. Proposals for Modifying a Program

1. All proposals for modifying degree programs must adhere to CDHE Policy.
2. Proposals for modifying programs must meet the above guidelines and use the Program Modification form, including the information described below:
 - a. Identifying information
 - i. Name of program.
 - ii. Name of department proposing program.
 - iii. Name of person preparing forms.
 - b. Description of the proposed modification.
 - c. Justification for the program modification.
 - d. If the proposed program modification substantially alters any of its student learning outcomes (SLOs), the proposal must demonstrate compliance with CMU requirements related to student learning outcomes (SLOs) and be reviewed by the AVPAA Assessment and Accreditation:
 - i. Identify program student learning outcomes, SLOs
 - ii. Identify linkage of program SLOs to institutional SLOs
 - iii. Illustrate relationship of SLOs to proposed curriculum using curriculum map format;
 - iv. Identify planned assessments for the program SLOs.
 - e. If the proposed program modification changes any of the program's characteristics listed in IV.F., the proposal must address those changes as indicated in those sections.
 - f. If the program is already a PTO Program with 60 or more hours in the major and the modifications cause the number of hours in the major to increase, since the program is already a PTO program, proposed modifications require an exception to Essential Learning or program-specific requirements for the given major type, OR the program is a B.A. or B.S. and the modifications cause the hours in the major to exceed 60 (which constitutes an application for moving the program to PTO category), the justification must include:

- i. Rationale for the move to the PTO category.
 - ii. Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
 - iii. Rationale for the program to exceed 60 credit hours, if applicable.
 - iv. Rationale for prescribing Essential Learning courses, if applicable.
 - v. Explanation as to how a transfer student with an AA degree in the discipline of that program can graduate by completing only an additional 60 hours.
3. The head of each academic or technical department is responsible for presenting all proposals for degree programs from their department to the appropriate on-campus review body.
4. The Vice President for Academic Affairs or the Vice President for Community College Affairs is responsible for presenting the proposals for degree programs to the Colorado Mesa University Board of Trustees and the CDHE.

L. Foundation Courses

1. All bachelors programs except the BAS will include a category for Foundation Courses. Foundation courses are 100 and 200 level supporting or departmental courses identified by the host department to help the student with an Associate of Arts or Associate of Science degree to complete the Bachelor's degree with an additional 60 hours and within 2 years. The foundation courses will include the corresponding courses identified in the transfer agreement for that degree program. Additional foundation courses may be included that are not on the transfer agreement.
2. Foundation Courses are limited to a maximum 27 hours, regardless of PTO status. The maximum for Foundation Courses is to ensure that students who transfer internally with an Associate of Arts or Associate of Science degree from WCCC or CMU are able complete a baccalaureate degree with an additional 60 hours. These students will have completed 60 hours, including Essential Learning and Wellness requirements (33 hours), and will be required to take the Essential Learning Capstone (ESSL 290 - Maverick Milestone (3) and ESSL 200 - Essential Speech (1)). Note that non-PTO baccalaureate programs with more than 23 hours in Foundation Courses may be limited in program-specific degree requirements in order to adhere to the 120-semester credit hour policy.

M. Proposals for Inactivating or Reactivating a Program

1. A proposal to inactivate an academic or technical program shall include the Inactivate Program Form, justification for the proposed inactivation, and a detailed "teach out"

- plan for students currently in the program to be able to complete their studies in that program. Any courses to be deactivated require a separate action for each course.
2. A proposal to reactivate an academic or technical program shall include a Program Modification Form, justification for the proposed reactivation, including the rationale and justification for the program demonstrating the demand, as evidenced by the same information as required for new programs (See Section IV. K.). Any courses to be reactivated require a separate action for each course.
 3. If a program to be reactivated requires modifications, the modifications will be handled as a separate action, subject to the requirements in Section IV. K.
 4. The head of each academic or technical department is responsible for presenting all proposals for degree programs from that department to each appropriate on-campus review body.
 5. Program inactivation or reactivation will be effective beginning with the next academic year if the proposal is approved by the corresponding published deadlines of the appropriate curriculum committee.
 6. In the fall following the expiration of one year after the end of the “teach out” plan, the host department will examine whether an inactivated program should be reactivated or continued as inactivated.
 7. A program shall only remain on inactivated status for two additional years beyond the examination noted in 6, at which time the host department must submit either a program modification proposal or a program inactivation proposal.

V. Modifying this Curriculum Policies and Procedures Manual

1. Ultimate responsibility for this manual resides in the Faculty Senate which can consider changes according to its parliamentary procedures.
2. Any of the three curriculum committees can recommend changes to the manual.
 - a. Changes considered by a curriculum committee must be in written format and placed within the agenda of that curriculum committee’s regular meetings.
 - b. Formal vote shall be conducted by the proposing curriculum committee.
 - c. The proposed change to the manual will be forwarded to the Faculty Senate via the proposing curriculum committee’s minutes.
3. Other parties who propose changes to this manual should propose them to the appropriate curriculum committee.
4. If a proposed change to this manual affects the responsibilities or operations of curriculum committees other than the proposing curriculum committee, Faculty

Senate may give those other curriculum committees opportunity to formally consider the proposed change prior to Faculty Senate's final approval.

VI. Additional Forms Needed for New Courses and New Programs

Additional information and documentation are needed for new courses/programs. The current forms are located on the curriculum website for faculty to download and use in preparation for submitting new course/program proposals at

<https://www.coloradomesa.edu/faculty-senate/committees/curriculum/resources.html>

It is imperative that faculty work with the following offices as soon as possible when initiating new course/program proposals to ensure the needed information is provided for these forms to be completed and uploaded to the curriculum software.

1. Program Addition Revenue Form – New Programs Only

The Budget Office will work with the faculty on the successful completion of this form. The Budget Office and/or the proposing faculty will upload this form to the curriculum software.

2. Financial Aid Checklist Form – New Programs Only

The Financial Aid Office will complete and upload the form to the curriculum software

3. The Library Assessment Form – New Courses and New Programs

The appropriate Library liaison will complete and upload the form to the curriculum software.