



# **Colorado Mesa University**

Faculty Senate's

## **Curriculum Policies and Procedures Manual**

for

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

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

Adopted by Faculty Senate on May 2, 2019.  
Revised from February 21, 2019 edition with changes made by UCC.

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

### **A. Mission**

The term “mission” does not appear in regard to curriculum committees in the Policy and Procedure Manual for Faculty Senate Standing Committees, adopted October 2013.

### **B. Guidelines for Faculty Senate Standing Committees**

For curriculum committee guidelines, see the Policy and Procedure Manual for Faculty Senate Standing Committees, adopted October 2013.

### **C. Purposes**

For curriculum committee purposes, see the Policy and Procedure Manual for Faculty Senate Standing Committees, adopted October 2013.

### **D. Composition**

For curriculum committee composition, see the Policy and Procedure Manual for Faculty Senate Standing Committees, adopted October 2013.

### **E. Officers**

For curriculum committee officers and duties, see the Policy and Procedure Manual for Faculty Senate Standing Committees, adopted October 2013.

### **F. Meeting Dates, Time, Agendas and Minutes**

#### **1. Committee Meeting Dates and Times**

- a. All curriculum committee meetings are conducted in open forum; all interested parties are welcome to attend.
- b. The Undergraduate Curriculum Committee generally meets from 3:30-5:00 p.m. on the fourth (4<sup>th</sup>) Thursday of each month during the academic year, with the exception of November, December, March, and April when the committee convenes on the 2<sup>nd</sup> Thursday.
- 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 normally shall meet at least twice each semester, normally in the middle of September to include consideration of proposals for courses that will appear in next J-term or spring class schedules, in early-December and mid-February to include consideration of proposals for programs and courses that will become effective in the following fall, and in early-April to include approval of the GCC annual report and to elect officers for the next academic year.
- e. If a Curriculum Committee faculty member is unable to attend a meeting, 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 [www.coloradomesa.edu/faculty/senate/curriculum](http://www.coloradomesa.edu/faculty/senate/curriculum) 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.
- c. Additionally, continuation of a meeting may be held at another time to complete the agenda.

## 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 being distributed.
- 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 Senators, and department heads and posted on the committee website, [www.coloradomesa.edu/faculty/senate/curriculum](http://www.coloradomesa.edu/faculty/senate/curriculum).

## 4. Executive Subcommittee Meetings

- a. In order to eliminate problems with proposals, the Committee's executive subcommittee (chair, vice chair, and catalog description evaluator) will preview the requests prior to their being sent 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 extensive 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, associates 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.
- 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, doctor degrees, majors, concentrations, emphases, and cognates.

#### 2. Approval sequence

Proposing department’s faculty  
Proposing Department Head  
Proposing department’s appropriate curriculum committee representative  
Heads of impacted departments  
Essential Learning Subcommittee\*\*\* (via UCC\_Chair@coloradomesa.edu)  
Library \*\*  
Financial Aid.\*  
Catalog Description Evaluator \*\*\*  
AVPAA for Assessment and Accreditation\*\*\*\*  
Appropriate curriculum committee’s Executive Subcommittee  
Appropriate curriculum committee  
Faculty Senate, via appropriate curriculum committee minutes  
Vice President for Academic Affairs  
President  
Colorado Mesa University Board of Trustees \*\*\*\*  
Colorado Department of Higher Education \*\*\*\*\*

- \* 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
- \*\*\*\*\* For majors only

3. In the case of a certificate program proposals that requires "fast track" approval due to demonstrated market demand, the appropriate curriculum committee's 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 situation with the course's host department before submitting the program for approval. 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 for 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. By Noon three weeks prior to the meeting, curriculum proposals and other agenda items must be received by
  - a. the Office of Academic Affairs for proposals to be approved by the Undergraduate Curriculum Committee or by the Graduate Curriculum Committee;
  - b. the Chair of the WCCC Curriculum Committee for proposals to be approved by the WCCC Curriculum Committee.
  - c. the chair of the Graduate Curriculum Committee, for proposals to be approved by the Graduate Curriculum Committee.
2. Two weeks before submitting as explained in #1, above, proposals to add or modify courses that include requests to include the course in an Essential Learning category must be submitted to the UCC Chair who will forward the proposals to the Essential Learning Subcommittee, which will meet to discuss the proposal and will make its

recommendation within a week to the UCC Chair for further consideration by UCC as explained in Section III.L.3.a.

3. A week before submitting as explained in #1, above, proposals to add programs or courses must be submitted to the appropriate curriculum committee's library representative, who will initiate the process for a library assessment which will be sent directly to the entity specified in #1, above, and to the submitting department in time for the proposal to be examined by the Executive Subcommittee.
4. A week before submitting as explained in #1, above, proposals to add new programs and those making modifications that will affect the student learning outcomes of the program must submit student learning outcomes that align to the CMU institutional learning outcomes. The program student learning outcomes, along with a curriculum map, must be sent to the Director of Assessment of Student learning for review. Once a new program has been approved, the new assessment plan must be submitted to the Assessment Committee during the first semester of the program.
5. At least a week before submitting as explained in #1, above, proposals to add programs must be submitted to the Director of Financial Aid, who will evaluate whether the program qualifies for federal financial aid and who will fill out a form that will be sent directly to the entity specified in #1, above, and to the submitting department in time for the proposal to be examined by the Executive Subcommittee.
6. A week before submitting as explained in #1, above, proposals to add courses or to modify course catalog descriptions must be submitted to the Faculty Senate's Catalog Description Evaluator.
7. The appropriate curriculum committee will approve and post an annual schedule that indicates the specific dates for all intermediate and final 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 prior to the committee's February meeting.
    - Note: all undergraduate program additions must be submitted by the published deadline for the committee's January meeting.
  - c. Examples of substantive changes:
    - Additions of programs including baccalaureate degrees, associates 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).
  - Course title change (but actual course remains essentially unchanged).

## E. Special Considerations for Intra-Departmental Changes

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 title.
- 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**

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**

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 original channels for initiating changes. Rather, the proposing department should email the corrected forms directly to the appropriate curriculum committee's secretary.

### **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 using the “New” option in the drop-down menu. Prefixes that have been dropped may not be used again. If creating a new prefix, please contact the Academic Schedule Coordinator.

c. Changing a course from an old to a new prefix is handled by submitting a course deletion form for the current prefix and a course addition form for the newly intended prefix to the respective curriculum committee in accordance with that committee's published due dates. The submitting department will also submit a program modification form and marked-up program sheets for every affected program under its control.

d. Serious consideration of any request to change a prefix is imperative, because the mechanics of doing so are very 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 CAPP system, the transfer articulation database, and the automated pre-requisite/co-requisite/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 CAPP system, 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 needs within department:

- a. X87 – Research courses
- b. X91 – Directed Readings
- c. X93 – Cooperative Education
- d. X94 – Seminars
- e. X95 – Independent Study
- f. X96 – Topics
- g. X97 – Practicum
- h. X99 – Internships

These courses exist for each course prefix at the appropriate levels, even though they might 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 wherein 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 convenient in order to be consistent with the above numbering scheme.

When proposing or offering a practicum or internship, departments should take care in selecting the course type that best applies to the learning experience offered to students. The following definitions clarify the difference between practicums and internships:

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.

Internship (X99) - Student works on-site with 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 before submitting a proposal for a new course or modifying the description of an existing course. Please submit your proposed description via e-mail or campus mail to the Catalog Description Evaluator by the published deadlines.

### 2. Guidelines:

- a. Descriptions do not need to be furnished for reserve-numbered courses (i.e., Independent Study, Topics)
- b. Course descriptions should always begin with a noun or noun phrase. Ex: "Exploration of..."; "Approaches to..."; "Ecological development of..."
- c. Descriptions should not exceed 60 words and in most cases should be much shorter than that.
- d. Descriptions do not need to 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.
- e. Descriptions should offer only the most basic information about the course's content. Unless it is part of the fabric of the course, it is unnecessary to provide information about grading procedures, pedagogical approaches, or other information about the structure and style of the course.
- f. The first sentence will always be a fragment. Authors may use their own discretion in deciding whether later sentences are complete or fragments.
- g. Prerequisites, co-requisites, and semester of offer are not to be included in the description. These should be provided to the Committee in a proposal for a new course, but they should not be included in the description.
- h. Sequential courses with identical names and/or descriptions are not allowed.

### 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.*

c. 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. Course Learning Outcomes**

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

All proposals to modify course descriptions or topical course outlines must include lists of the previous and the new course learning outcomes.

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

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

Course learning outcomes do not have to be submitted to the Director of Assessment of Student Learning. 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.

All proposals to modify course descriptions or course learning outcomes must include the previous and new topical outlines.

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." (From CDHE policies, <http://highered.colorado.gov/publications/policies/Archive/iii-parth.pdf>), 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) of academic engagement plus a minimum of 1500 minutes (30 hours) 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, and 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	Hours per 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
2-Week (J-Term)	MTWThF	10	225	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, submitting an academic assignment, listening to class lectures or webinars (synchronously or asynchronously), listening to a guest speaker, taking an exam, completing a writing assignment, 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, 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 the “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, June 2002*, 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 should be "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, cooperative education, internship, practicum, directed readings, directed research, 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 and the like conducted by faculty.	2.0	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 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 and meet exit presentation requirements.	See column at left.	3000 per credit hour (50 clock hours)	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	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 their 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. Topics courses may only be offered twice. 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 aren't merely repeating material for additional credit.

## **G. Honors Courses**

1. A curriculum committee's approval is not required to add an Honors option for an existing course in an Honors student's program of study. That matter is handled by the Honors Program Director, the student, the faculty member for the course, and the Registrar.
2. A curriculum committee's 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 Director, 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 Director 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 Director and approved by the appropriate curriculum committee.

## **H. Individualized Learning: Independent Study, Cooperative Education, Internship, Directed Readings, Structured Research, Thesis, and Dissertation**

For these individualized learning experiences there must exist an appropriate course (e.g., an internship cannot be conducted using an independent study course number) which is approved by the appropriate curriculum committee, as are all other courses. A 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 or cooperative education) 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 or cooperative education).

An individualized 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. An individualized 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 or cooperative education) prior to the student registering for the course. To enforce that process, 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 that the contract meets requirements and that 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**

A curriculum committee does not approve the method of delivery of courses. However, any courses which are 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 which are 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.

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 objectives, and assessment policies as all other courses and programs. The syllabus must indicate how the mixture of course types contributes to satisfy the credit hours 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's 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's published due dates for the current year.
- b. The proposing department will provide a justification for inclusion of the course within Essential Learning, specifying:
  1. The Essential Learning category in which the proposed course will be listed.

2. 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.)
3. 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 will meet to determine whether the course aligns properly with the required number of Essential Learning goals and will vote to approve or deny the proposal. Within a week following its meeting, the Subcommittee will submit to UCC its approved meeting Minutes containing recommendations for approval or disapproval.
- b. If the proposal is for a new course, the discussion and vote on inclusion in Essential Learning will occur as a separate agenda item after the approval of the new course proposal by the Undergraduate Curriculum Committee.
- c. If the proposal is for a modification to a course 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 will occur as a separate agenda item after the approval of the other proposed modifications 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 for Deleting or Reinstating a Course**

1. A proposal to delete a course shall include a Course Deletion Form and justification for the proposed deletion.
2. A proposal to reinstate a course shall include a Course Reinstatement Form and justification for the proposed reinstatement. If course to be reinstated requires modifications, the modifications will be proposed in the reinstatement proposal.
4. The head of each academic or technical department is responsible for presenting all proposals for courses from that department to each on-campus review body.
5. Course deletion or reinstatement will be in effect starting 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 then 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 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. 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 practicum, project, or thesis.
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, scholarly project, 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.G.2.
4. Exception for interdisciplinary majors is stated in Section IV.D.2.b.



## 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. 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.

a. 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 (15) semester credit hours to include 3 hours of written communication and 3 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, or a combination of 3 hours from Social Sciences, Natural Science, Fine Arts, or Humanities as determined by the program. In addition to the Essential Learning requirements, other lower division requirements are to 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 are 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

1. 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.
2. 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 Computer Science, Math and Statistics (CSMS) faculty and with the approval of the CSMS 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

1. Description: The Bachelor of Arts and Bachelor of Fine Arts degrees embraces a traditional liberal arts education by exposing students to a wide range of disciplines and intellectual traditions in the arts and sciences.
2. 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

1. Description: The Bachelor of Music degree is designed for those students who desire a professional career in music performance or the music business/industry.
2. Category requirements: This degree is a PTO degree. See PTO category requirements below.

e. Category 4: Bachelor of Music Education

1. 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.
2. Category requirements: This degree is a PTO degree. See PTO category requirements below.

f. Category 5: Bachelor of Social Work

1. 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.

Social Work is a profession dedicated to social justice. Social Workers focus primarily on the needs and empowerment of vulnerable, oppressed, at-risk populations, and those living in poverty.

2. Category requirements: This degree is a PTO degree. See PTO category requirements below.

f. Category 6: Professional, Technical or Other (PTO) Programs

1. 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.
2. 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, a PTO Curricular Exceptions Form must be submitted with the proposal.

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.d.)
  - BM in Music Performance, March 10, 2016 (refer also to IV.C.2.d.)
  - BME in Music Education K-12, March 10, 2016 (refer also to IV.C.2.d.)
  - BSW in Social Work, September 26, 2013 (refer also to IV.C.2.e.)
- 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. Thirty-six (36) hours from the technical coursework of that AAS degree transfer into the BAS as a block of courses. Other associates degrees can be considered 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 bachelors portion and the masters 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 Format for All New Programs**

1. All proposals for degree programs will be written in accordance with Section I, Part B of the CDHE Policy Manual.
2. Suggested minors shall be identified in the proposals for degree programs.
3. Proposals for new programs must meet the above guidelines as well as include the information described below:
  - a. Identifying information
    - (1) Name of program
    - (2) Name of department proposing program
    - (3) Name and contact information for person preparing forms
  - b. Demonstration of compliance with CMU requirements related to student learning outcomes (SLOs):
    - (1) Identify program student learning outcomes, SLOs
    - (2) Identify linkage of program SLOs to institutional SLOs
    - (3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format
    - (4) Identify planned assessments for the program SLO.
  - 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, on program content or mode of delivery, etc.). Do faculty members anticipate seeking program accreditation at appropriate date?
  - f. Program admissions requirements (if any beyond admission to institution).

- g. Rationale and justification for the program demonstrating the demand, as evidenced by:
- (1) 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: [www.edeps.org/](http://www.edeps.org/))
    - (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 individual in a senior position of authority.
  - (2) 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. (Is there a 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. Department’s recommendations for additions to the Library’s collection.
- l. Intended delivery mode for program. For programs delivering any of its 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's policies. To demonstrate this compliance, the proposing department must submit a statement from the VPAA’s office.
- m. For Professional, Technical or Other Programs, the justification must include:
- (1) Rationale for program to be in the PTO category.
  - (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
  - (3) Rationale for the program to exceed 60 credit hours, if applicable.
  - (4) Rationale for prescribing Essential Learning courses, if applicable.



(5) 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, Table 1.

o. Physical Capacity Estimates, Table 2.

p. Program Costs – Projected Expense and Revenue Estimates, Table 3.

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).

s. Program sheet.

4. The head of each academic or technical department is responsible for presenting all proposals for degree programs from his/her 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 on Higher Education).

## J. Program Sheet Format for Restricted Electives

1. When a program includes a set of restricted electives within the major, there must be lines on the program sheet for the student to list the chosen electives. The set of electives need to be listed below with course prefixes, numbers, names and credit hours.

2. Illustration of the above requirement:

Restricted Electives (7 semester hours)

Select 7 semester hours from the following:

CHEM 315/315L - Biochemistry and Laboratory (4)

CHEM 396 - Topics (1-3)

CHEM 411 - Main Group Elements (3)

CHEM 412 - Transition Elements (3)

CHEM 421 - Advanced Organic Chemistry I (3)

CHEM 422 - Advanced Organic Chemistry II (3)

CHEM 431/431L - Instrumental Analysis and Laboratory (4)

CHEM 482 - Senior Research I (2)

CHEM 496 - Topics (3)

## **K. Proposals for Deleting a Program**

1. A proposal to delete an academic program shall include a Program Deletion Form, justification for the proposed deletion, and a detailed “teach out” plan for students then 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 his/her 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 a Program Deletion form for the formal record and a teach out plan for consideration by the committee.

## **L. 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 as well as include a Program Modification form, and the information described below:
  - a. Identifying information
    - (1) Name of program.
    - (2) Name of department proposing program.
    - (3) Name and contact information for 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 Director of Assessment of Student Learning:
    - (1) Identify program student learning outcomes, SLOs
    - (2) Identify linkage of program SLOs to institutional SLOs
    - (3) Illustrate relationship of SLOs to proposed curriculum using curriculum map format;
    - (4) Identify planned assessments for the program SLO.

- e. If the proposed program modification changes any of the program's characteristics listed in IV.F.b through IV.F.q, 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, the program is already a PTO program and 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:
- (1) Rationale for the move to the PTO category.
  - (2) Statement as to how the curriculum aligns to the requirements or recommendations of the nationally recognized accrediting, licensing, certifying or professional organization.
  - (3) Rationale for the program to exceed 60 credit hours, if applicable.
  - (4) Rationale for prescribing Essential Learning courses, if applicable.
  - (5) 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.
- g. Program sheet, showing marked-up changes from old version to new version.
3. The head of each academic or technical department is responsible for presenting all proposals for degree programs from his/her department to each 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.

## **M. Foundation Courses**

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 Bachelors 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.

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), but 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.

## **N. Proposals for Deactivating or Reactivating a Program**

1. A proposal to deactivate an academic or technical program shall include a Delete, Deactivate, or Reactivate an Existing Program Form, justification for the proposed deactivation, 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 Delete, Deactivate, or Reactivate an Existing Program Form, justification for the proposed reactivation, including g. Rationale and justification for the program demonstrating the demand, as evidenced by the same information as required for new programs (See Section IV. F. 3. g.), and a program sheet, updated for the term in which the program is to be reactivated. 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. L.
4. The head of each academic or technical department is responsible for presenting all proposals for degree programs from that department to each on-campus review body.
5. Program deactivation or reactivation will be in effect starting 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 a deactivated program should be reactivated or continued as deactivated.
7. A program shall only remain on deactivated status for two additional years beyond the examination noted in 6., at which time the host department must submit either a program reactivation proposal or a program deletion proposal.

## **V. Modifying this Curriculum Policies and Procedures Manual**

1. Ultimate responsibility for this manual resides in the Faculty Senate and 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 one 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.

**Appendix A. CDHE Forms Required for New Academic & Technical Programs**

**TABLE 1: ENROLLMENT PROJECTIONS**

Name of Program: \_\_\_\_\_  
 Degree Title \_\_\_\_\_  
 Name of Institution: \_\_\_\_\_

**DEFINITIONS:**

Academic year is the period beginning July 1 and concluding June 30.

Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.

FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.

Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

**SPECIAL NOTES:**

To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.

To calculate FTE, multiply the number of students times the projected average number of credit hours degree seeking students will be typically enrolled in per year and divide by 30.

The data in each column is the annual **unduplicated** number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Full Implementation
1-a	In-state Headcount						
1-b	Out-of-State Headcount						
2	Program Headcount						
3-a	In-state FTE						
3-b	Out-of-State FTE						
4	Program FTE						
5	Program Graduates						

\_\_\_\_\_  
 Signature of Governing Board Officer

\_\_\_\_\_  
 Date

**TABLE 2: PHYSICAL CAPACITY ESTIMATES**

Name of Program: \_\_\_\_\_

Name of Institution: \_\_\_\_\_

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projections provided in this proposal without requiring additional space or renovating existing space during the first five years.

\_\_\_\_\_  
Governing Board Capital Construction Officer Date

Part B

	Column 1	Column 2	Column 3		Column 4		Column 5	Column 6
ASSIGNABLE SQUARE FEET	TOTAL NEEDED	AVAILABLE	RENOVATION		NEW CONSTRUCTION		LEASE/RENT	REVENUE SOURCE*
TYPE OF SPACE			Immed	Future	Immed	Future		
Classroom								
Instructional Lab								
Offices								
Study								
Special/General Use								
Other								
<b>TOTAL</b>								

\* Capital Construction Fund (CCF), Research Building Revolving Fund (RBRF), Gift (GIFT), Grant (GR), Auxiliary Fund (AUX)

Attach a narrative describing the institutional contingency plan that addresses the space requirements of the proposed program or alternative delivery options, in the event that the request for capital construction or renovation is not approved.

\_\_\_\_\_  
Governing Board Capital Construction Officer Date

Approved Policy I-B-10 June 5, 2003

**TABLE 3 – PROJECTED EXPENSE AND REVENUE ESTIMATES**

All cost and revenue projections should be in constant dollars (do not include an inflation factor).

		ESTIMATED AMOUNT IN DOLLARS (PV)				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Operating Expenses:</b>						
1	Faculty					
2	Financial Aid specific to program					
3	Instructional Materials					
4	Program Administration					
5	Rent/Lease					
6	Other Operating Costs					
7	Total Operating Expenses					
<b>Program Start-Up Expenses</b>						
8	Capital Construction					
9	Equipment Acquisitions					
10	Library Acquisitions					
11	Total Program Start-Up Exp.					
<b>TOTAL PROGRAM EXPENSES</b>						
<b>Enrollment Revenue</b>						
12	General Fund: State Support					
13	Cash Revenue: Tuition					
14	Cash Revenue: Fees					
<b>Other Revenue</b>						
15	Federal Grants					
16	Corporate Grants/Donations					
17	Other fund sources *					
18	Institutional Reallocation **					
<b>TOTAL PROGRAM REVENUE</b>						

\*\* If revenues are projected in this line, please attach an explanation of the specific source of the funds. If reallocated, the specific departments and the impact the dollars will have on the departments that will provide the reallocated dollars.

\_\_\_\_\_  
Signature of Governing Board Financial Officer

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Approved Policy

I-B-12

June 5, 2003



**Appendix B. Library Curriculum Assessment Form  
Tomlinson Library -- Colorado Mesa University**

The following form is a snapshot of the library's collection in support of new curriculum areas and/or course additions (if appropriate).

Date of assessment: \_\_\_\_\_

Collection under review: \_\_\_\_\_

Program level (circle):      Certificate      Associates      Bachelors      Masters

Delivery mode: \_\_\_\_\_

Library Liaison: \_\_\_\_\_

1. Current Collection Review (Library staff completes)

a. Reference Sources:

b. Monographic Sources:

- Age Analysis of Monographic Collection (attached)

c. Periodicals (online and paper):

d. Electronic Resources:

2. Recommendations for additions to the collection (Faculty member and/or library staff completes - attach additional sheets if required):

3. Analysis of library's collection (**Library staff completes**):

- This program requires no new library resources.
- Extra funding is required to adequately meet the informational needs of the program. Estimated resources needed \$ \_\_\_\_\_

Library Director: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C. Financial Aid Checklist for Adding New Program

### **(A) Program is a new:**

Associate Degree (AA, AS, AAS)  
or Doctoral Degree

Bachelor Degree

Master

Adding a new program that results in a Master's, Bachelor's, or Associate Degree does not need approval from the Department of Education to receive Financial Aid.

Is part of the program being contracted to another entity to provide services?  YES  
 NO

If the answer is 'NO' and the program is an AA, AS, AAS, Bachelor, or Graduate Degree; there is no need to get approval for financial aid

If YES, provide documentation of the percentage of the program that is provided by the outside entity, to include location of services, type of services, how the costs are to be allocated between entities and the time line to submit required documentation to HLC. According to federal regulations, if more than 25% of the program is contracted to an ineligible entity, HLC must determine and confirm in writing that the agreement meets its standards for contracting services. If 50% or more of the program is outsourced to another entity, it cannot be approved for financial aid.

Certificate Program (skip to section B)

### **(B) For new certificate programs (Undergraduate or Graduate):**

Is part of the program being contracted to another entity to provide services?  YES  
 NO

If YES, provide documentation of the percentage of the program that is provided by the outside entity, to include location of services, type of services, how the costs are to be allocated between entities and the time line to submit required documentation to HLC. According to federal regulations, if more than 25% of the program is contracted to an ineligible entity, HLC must determine and confirm in writing that the agreement meets its standards for contracting services. If 50% or more of the program is outsourced to another entity, it cannot be approved for financial aid.

*Is the program at least 15 weeks of instructional time and at least 16 credit hours in length for undergraduate Certificate or 10 weeks of instructional time and at least 8 credit hours in length for a graduate certificate?*

\_\_\_ YES \_\_\_ NO (If NO, program is not eligible for financial aid)

**(C)The following is needed to submit for approval of financial aid by the Department of Education for approval of financial aid for certificate programs:**

(I)Rationale and justification for the program demonstrating the demand, as evidenced by:

(1) 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: [www.occsupplydemand.org/](http://www.occsupplydemand.org/)) (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 individual in a senior position of authority.

(2) (a)Narrative description of how the institution determined the need for the program, (b)Narrative description of how the program was designed to meet local market needs, or if an online program, regional or national market needs, (c)Narrative description of how the program was reviewed, approved by, or developed in conjunction with external stakeholders.

(II)When approval is obtained by the Trustees, CCHE and HLC, please submit to the Financial Aid Office copies of the letters of approval, Program Name, Program Sheet, CIP Code, and cost to student for supplies. All new programs that wish to have financial aid for students must be submitted to the Department of Education a minimum of 90 days prior to the program starting.

- Program meets the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.
- Program does not meet the requirement to petition to the Federal Department of Education for approval of Student Financial Aid funds.

(III)The website describing the Certificate Program must meet Federal Education Department Gainful Employment guidelines prior to submission for approval.

Financial Aid Director \_\_\_\_\_

Date \_\_\_\_\_