BLACK HILLS STATE UNIVERSITY

CURRICULUM HANDBOOK

Definitions, Processes, Policies, Procedures

**Prepared by the
University Curriculum Committee**

APRIL 2023

Electronic version:

https://www.bhsu.edu/Portals/0/faculty-staff/pdf/BHSU_Curriculum_Handbook.pdf

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Preface

One of the most important dimensions of a quality university is faculty control of the curriculum. At Black Hills State, this control is accomplished through the university-wide curriculum committee, the membership of which is appointed by the appointments committee of the Faculty Senate. The Curriculum Committee, Faculty Senate, and Academic Affairs have collaborated and implemented a number of guidelines to assist in its deliberations and decision-making.

In public systems, the faculty control of curriculum is often overseen by a governing body such as a board of regents. While this oversight may be laced with external policies, procedures and processes, the importance of the principle of faculty control must not be lost. Accordingly, faculty must have knowledge of the nature and character of this oversight and the attendant rules and guidelines.

The Curriculum Committee at Black Hills State University, mindful of the proposition of faculty control of curriculum, has developed this handbook with its attendant collection of definitions, procedures, and policies from both the local and system levels. Its design is intended to permit the occasional changes that may occur as a result of board or other action.

The purpose of this handbook is to assist with curriculum matters at Black Hills State University. It provides faculty members, curriculum committee members, school chairs, and deans with the overall guidelines for designing, evaluating, and revising programs, majors, minors, and courses, as well as General Education courses and programs. It also provides a description of the review processes and procedures followed to obtain approval for curriculum proposals.

The purpose of the University Curriculum Committee is to develop and articulate the curricular approval process on campus and, as an agent of the Faculty Senate, to implement this process by recommending approval or denial of all undergraduate University curricular changes. The Committee will assist and advise individual faculty members regarding University and Board of Regents procedures.

Proposals must meet the highest standard of writing and presentation. All spelling, grammar, and organization must be correct, although the choice of which professional style (MLA, APA, University of Chicago, etc.) is left to the individual to decide. Each question should be answered, placing a "N/A" when appropriate, with clarity and accuracy so that all readers may understand. Unless otherwise indicated, items should be answered in complete sentences.

<h1 style="text-align:center">UNIVERSITY CURRICULUM COMMITTEE BYLAWS
(Revised 2023)</h1>

ARTICLE I.   PURPOSE

The purpose of the University Curriculum Committee is to develop and articulate the curricular approval process on campus and, as an agent of the Faculty Senate, to implement this process by recommending approval or denial of all undergraduate University curricular changes. The Committee will assist and advise individual faculty members regarding University and Board of Regents procedures.

ARTICLE II.   ORGANIZATION

1. The Committee will consist of nine full-time faculty members. The committee membership is to be chosen by the Appointments Committee, subject to the approval of the Faculty Senate. Three members should be appointed from each college, with at least one from each school.
2. Membership terms on the Committee will be for three years, with three members (one from each college) appointed each year.
3. Each spring the Committee will elect the Chairperson. The positions of Vice Chairperson, College Representative liaison, , Recording Secretary, General Education Committee liaison, and Instructional Methods/CIP code checker will be elected at the first fall meeting. The responsibilities for each position are listed below:
   a. *Chairperson:* Conducts monthly meetings and oversees curriculum process in general
   b. *Vice Chairperson*: Conducts monthly meeting in the absence of the chairperson
   c. *College Representative Liaison*: In the event proposals need to be modified, the faculty member from the corresponding college will serve as the liaison between the committee and the originator of the proposal.
   d. *Recording Secretary*: Keeps the minutes of the meetings and submits approved minutes to the Faculty Senate.
   e. *Instruction Methods/CIP code checker*: Checks the accuracy of the form, the CIP Code, and the instructional method.
   f. *Liaison appointees:* Keep their respective groups informed about curriculum issues (Assessment Committee, General Education Committee, and Faculty Senate).
4. A quorum will consist of five voting members. The Chairperson of the Committee shall be a non-voting member except in the case of a tie vote.
5. The Vice-President for Academic Affairs/Provost or an assignee will be considered an ex-officio, non-voting, member of the Committee.
6. The Committee will meet the third Friday of each month of the academic year, when classes are in session, contingent upon need.

ARTICLE III.   RESPONSIBILITIES

1. The Committee will submit a copy of the Bylaws to the Faculty Senate. The Recording Secretary will submit a copy of approved minutes to Faculty Senate.
2. The Committee will notify the Faculty Senate of membership changes.
3. The Committee will assist and advise faculty members with curricular matters.

I.   CURRICULAR DEFINITIONS

A.   CIP CODES
The Classification of Instructional Programs (CIP) is a taxonomy of instructional program classifications and descriptions. It was originally developed by the U.S. Department of Education's National Center for Educational Statistics (NCES) in 1980 and was revised and updated in 1990 and 2000. In the South Dakota Board of Regents System for Public Higher Education, CIP codes are assigned to academic majors, courses, and faculty, and are referred to within certain Board policies. CIP codes are used in the production of a variety of federal and Board reports. Current CIP codes can be requested from the BHSU Institutional Research Office or the Registrar's Office.

B.   DELIVERY METHOD CODES GUIDELINES
Delivery Methods Codes and Guidelines are available at:
https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Pages/default.aspx
Refer to #5.5 at this web page.

C.   INSTRUCTIONAL METHODS TABLE
The purpose of this table is to provide the basis for a systematic, qualitative, identification and labeling of all courses taught at public higher education institutions in South Dakota. To these ends it is essential that the elements of this listing be both mutually exclusive and exhaustive. Except in the case of composite courses, each course shall have one and only one instructional method in the electronic catalog. In instances of linked courses, both instructional methods should be indicated. For example, the instructional method for the lecture section would be "R" and the instructional methods for the laboratory section would be "L". Each course shall have one and only one instructional method. A specific course retains its predetermined instructional method within a term and from term to term. To officially change an instructional method, the institution submits a revised course request during the regular curriculum review process. Current Instructional Methods can be accessed from the South Dakota Board of Regents website:
URL –
https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Pages/default.aspx
Refer to #5.4 at this web page.

If a specific named and numbered course is canceled due to low enrollment or is needed by students to maintain plan of study, the needed content could be taught to students via independent study (i.e., Instructional Method I: special problems, directed study, mentored study, special products). If this approach is used, then the specific course is canceled and the student is reregistered in the subject matter for an independent study. This alternative can be used only when the number of students in the specific course that would have been taught under a regular number is three or fewer and the students need the subject matter for their plans of study.

D.   DIVISION / DEPARTMENT CODES

University Division - College of Liberal Arts, **Banner Division** - 6A

University Division – College of Business/Natural Sciences, **Banner Division** – 6B

University Division – College of Education/Behavioral Sciences, **Banner Division** – 6E

University Department – School of Arts & Humanities, **Banner Department** - BSAH

University Department – School of Math/Social Sciences, **Banner Department** – BSMS

University Department – School of Business, **Banner Department** – BSCB

University Department – School of Natural Sciences, **Banner Department** – BSNS

University Department – School of Education, **Banner Department** – BSCE

University Department - School of Behavioral Sciences, **Banner Department** – BSBS

II.   THE CURRICULAR PROCESS

A.   COURSE DEVELOPMENT
The following guidelines have been developed by the Black Hills State University Curriculum Committee in cooperation with the BHSU Faculty Senate, the Academic Council, and the Vice President for Academic Affairs/Provost. These guidelines will provide answers to some of the questions and concerns of how to prepare and gain approval of curriculum requests on the campus of Black Hills State University. Specific guidelines can be accessed from the South Dakota Board of Regents website:
URL -
https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Pages/default.aspx
Select the guideline which corresponds to the form selected.

Obtaining the proper forms
Individual forms used in the curriculum process are identified on the BOR website found at:
URL –
https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Pages/default.aspx
Select corresponding form.

B.   GENERAL INSTRUCTIONS

When completing a curriculum request, adhere to the following guidelines and principles of presentation:

1. All rules of grammar are to be followed. Curriculum requests leave the University and must therefore reflect its standards of excellence. It is the responsibility of the **originator** and the **school chair** to ensure the document is in presentable form. Footers should be completed in accordance with the following examples:
   - for a Course Proposal:
     - ➢ **course** as ED 101; the **date** as month, day and year; and **pages** as "x of y" pages
   - for a Program Proposal:
     - ➢ **program** as BSED-ELED; the **date** as month, day and year; and **pages** as "x of y" pages.

2. All questions on the form must be answered in detail. See the specific guidelines at the following URL for completing each of the respective forms.
   URL -
   https://www.sdbor.edu/administrative-offices/academics/academic-affairs-guidelines/Pages/default.aspx

3. Use complete sentences in all responses unless otherwise indicated. In addition, the wording should be concise, detailed, factual, and documented.

4. Each request must be submitted with a correct BHSU Cover Sheet. There are two types of Cover Sheet forms for regular undergraduate curriculum changes: one for Courses and one for Programs. (A Program Change with three New or Revised Courses needs four Cover Sheets: one Program Cover Sheet for the program change and three Course Cover Sheets-one for each course.) There are also two types of cover sheets for General Education changes: one for Courses and one for Programs. The General Education cover sheets include a signature box for the General Education Committee. College Cover Sheets are color-coded: Liberal Arts uses blue, Business and Natural Sciences uses green, and Education and Behavioral Sciences uses yellow. Copies of the correct cover sheet may be obtained from the appropriate Dean's office. Information on the Cover Sheets may be handwritten.

5. It is the responsibility of the originator to email the proposal and cover sheet to the Chair of the University Curriculum Committee for consideration.

6. All proposals must include a detailed justification for the change. If the justification is not provided the proposal will be returned to the originator for inclusion of this information. The Vice President of Academic Affairs/Provost needs this information to explain the proposal at the state level to the AAC and BOR.

C. COURSE AND CURRICULUM APPROVAL PROCESS

1. The Curriculum Process

Step 1: Preliminary Notification. Prior to the initiation of the formal curriculum process, the person making the request will have a preliminary discussion with the College Dean, School Chair and, when appropriate or necessary, and Registrar's office to make them aware of the pending action or proposal. The College Dean will notify the Provost and any Dean whose areas may potentially be impacted by the pending action or proposal. If either the Deans or the Provost have concerns, the College Dean will work with the Deans, Provost, and the initiator of the pending action or proposal to address these concerns. As part of the process, pending proposals will be reviewed for compliance with Board of Regents policies. Once all concerns have been addressed, the College Dean will notify the initiator that the proposal may proceed into the formal curriculum process. Failure to come to resolution on any of these concerns will result in the proposal being "tabled" until resolution can be reached. (Note: in cases where a proposal is being submitted jointly by more than one school or college, the proposal will be routed through the following procedures for each school or college involved.)

Step 2: School Level Approval. Once the Dean has given preliminary approval, the request initiator will submit the completed curriculum documents to the appropriate School Chair. The School Chair will present the curriculum proposals to the full-time faculty within the School who will act as a committee of the whole. The School Chair should work with the faculty to make sure the proposal is sound; that the changes are appropriate to the current standards of the field; and that it is well written with a broad academic audience in mind, free of the jargon of any particular discipline. It is expected that proposals will be available for electronic review by the faculty and that they will have five working days to submit comments to the School Chair. If a proposal is rejected by a simple majority of the full-time faculty, it will not be moved forward to the next level. Otherwise, the School Chair signs the routing/cover sheet and moves the proposal forward to the Dean.

Step 3: College Level Approval. Upon receipt of a proposal approved at the School level and prior to approving a proposal, the Dean will, at his or her discretion, send a note to the College faculty informing them that the proposal has been approved by the School and will be forwarded on to the University Curriculum Committee for formal action. This discretion will provide a mechanism for inviting faculty comments on substantive curriculum issues while avoiding unnecessary delays with proposals with minor issues (e.g., a change in a prerequisite). The note from the Dean will invite the faculty to request a copy of the proposal and/or raise any questions or concerns they might have about the proposal. Faculty will have five working days to submit comments to the Dean of the College. This will ensure transparency and provide an opportunity for the faculty to raise questions or concerns. If, in the judgment of the Dean, the concerns are significant and substantive, the proposal will be sent back to the initiator for review and possible revision.

Step 4: Graduate Proposals. Graduate level proposals (e.g., new course proposals, intents to plan, course modifications, etc.) will go through the steps listed above, and

once approved at the College level will be sent to the Graduate Council for consideration. Proposals approved by the graduate council will be sent to the Faculty Senate for approval as part of the Consent Review process.

Step 5: University Level Approval. Upon receipt of an approved undergraduate proposal from the College Dean, the University Curriculum Committee will process the proposal and take official action. Assuming that the proposal is approved by the University Curriculum Committee, proposals will be forwarded to the Faculty Senate for consideration. In the event that a proposal is not approved, it will be referred back to the College Dean for reconsideration.

Step 6: Faculty Senate. Upon receipt of approved proposals from the University Curriculum Committee, the Graduate Council, or the General Education Committee, the Faculty Senate will take official action on a Consent Agenda basis. Should any member of the Faculty Senate wish to conduct a detailed review of any curriculum proposal, that item will be removed from the Consent Agenda and will be reviewed by the entire Faculty Senate. Proposals approved by the Faculty Senate will be forwarded to the Provost and V.P. for Academic Affairs for consideration. In the event that a proposal is not approved by the Faculty Senate, it will be referred back to the Dean for reconsideration.

Step 7: General Education Proposals. Proposals being submitted for General Education consideration will be forwarded to the General Education Committee by the University Curriculum Committee for discussion and action. Committee discussions will generally focus on appropriateness of courses for general education, either as a System Graduation Requirement or an Institutional Graduation Requirement. Approved proposals will be forwarded to the Faculty Senate. Disapproved proposals will revert back to the initiator.

Step 8: Provost & V.P. for Academic Affairs. Upon receipt of approved proposals from the Faculty Senate, the Provost will take action. This represents the final stage of the campus process prior to submission to the SDBOR's Academic Affairs Council. In the event that a proposal is not approved by the Provost, it will be referred back to the appropriate level for reconsideration.

2. **University Catalog Copy**

No change in the program or course descriptions within the University catalog will be allowed unless they have been approved through the University curriculum process and are on record in the office of the Vice President for Academic Affairs. In addition, any course or program of study, which has not been formally approved by the Board of Regents, will appear in the University catalog only upon joint approval of the Vice President for Academic Affairs, the dean of the college involved, and the chair of the University Curriculum Committee. In addition, the course or program of study will carry a "pending approval" notice if included in the catalog or course schedule prior to formal approval. Courses and programs will not be listed as "pending approval" unless it is reasonable to assume such approval will have been received or denied before students actually take the course.