BLACK HILLS STATE UNIVERSITY

# CURRICULUM HANDBOOK

Definitions, Processes, Policies, Procedures

Prepared by the
University Curriculum Committee

**March 2012**

**Electronic version:** www.BHSU.edu/FacultyStaff > Policies-Handbooks > Curriculum Handbook

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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 affected through the university-wide curriculum committee, the membership of which is appointed by the appointments committee of the Faculty Senate. The Curriculum Committee has 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. This 2012 edition of the University Curriculum Handbook is a minor update of the 2010 edition and brings the terminology in line with the 2011 reorganization of the colleges.

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. 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.

**UNIVERSITY CURRICULUM COMMITTEE BYLAWS**
**(Revised 2012)**

## 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.
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, Corresponding Secretary, 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. *Corresponding Secretary*: In the event proposals need to be modified, the corresponding secretary acts as 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 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, 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 (From BOR web site)

## 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 accessed from the South Dakota Board of Regents website:
URL - http://www.sdbor.edu/services/academics/AAC/guidelines.htm#cc

## B. DELIVERY METHOD CODES GUIDELINES

Delivery Methods Codes and Guidelines are available at:
http://www.sdbor.edu/services/academics/AAC/guidelines.htm#cc

## C. INSTRUCTIONAL METHODS TABLE (verbatim from BOR web site)

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 - http://www.sdbor.edu/services/academics/AAC/guidelines.htm#cc

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.

| Instructional Method | Instructional Method Concept |
|---|---|
| A√ | Studio Course/Small Group Instruction/Small Ensemble |
| B√√ | Competency-based/Self-paced Study |
| C√ | Clinical Laboratory |
| D*√ | Discussion/Recitation |
| E*√ | Seminar |
| F | Open for Future Definition |
| G√√ | Clinical Experience |
| H*√ | Ensemble |
| I√√ | Independent Study |
| J√√ | Design/Research |
| K*√ | Alternate Laboratory |
| L*√ | Laboratory |
| M√ | Private Instruction |
| N | Open for Future Definition |
| O | Restricted PE Activity |
| P*√ | Physical Education Activity |
| Q√ | Tracking |
| R*√ | Lecture |
| S√√ | Internship/Practicum |
| T√√ | Thesis |
| U√√ | Thesis/Research Sustaining |
| V | Open for Future Definition |
| W√ | Workshop |
| X√ | Special Topics |
| Y | Open for Future Definition |
| Z | Open for Future Definition |

INSTRUCTIONAL METHODS TABLE DEFINITIONS (REVISED 01/10/90, 7/94, 10/9/97)

* Curriculum management applies to all instructional methods. Those starred are the instructional methods now monitored under the 7/10 Policy. Undergraduate sections included in the section size report with an enrollment of fewer than 10 students and graduate sections with fewer than 7 students cannot be offered without approval as an exception by the appropriate President or his/her designee.

The "selected instructional methods" designated as part of the section size monitoring in 1989 and continued through the onset of the 7/10 Policy were those schedule or course types that were expected to have sizeable enrollment to be a good use of program 01 person power. Examples include: discussion, seminar, laboratory, and lecture. Those instructional methods excluded from the monitoring, and subsequently the 7/10 Policy, were those that by nature of instructional

methodology deal with few number of students, e.g., clinical laboratories, internships, independent study, etc.

√ These were the instructional methods agreed upon originally for inclusion as direct instruction in the CLASSROOM/LABORATORY INSTRUCTION portion of the course load analysis.

√√ These instructional methods were included in the NON-CLASSROOM INSTRUCTION portion of the faculty course load analysis.

**INSTRUCTIONAL METHODS TABLE DEFINITIONS (verbatim from BOR web site)**

**1. STUDIO COURSE/SMALL GROUP INSTRUCTION/SMALL ENSEMBLE THE INSTRUCTIONAL METHOD IS "A"**

Course involves the demonstration and application of design and theory in a defined physical setting (i.e., studio). The Studio Course is characterized by significant one-on-one student/instructor interaction. Students explore and experiment under the guidance of an instructor. Section size is typically restricted (1 – 9 students). Space, equipment limitations, specimens, use of hardware and software, or project oriented groups determine the section size. Includes small music ensembles e.g. trios, quartets, quintets, or any music ensemble of fewer than ten performers.

**2. COMPETENCY-BASED/SELF-PACED STUDY**
**THE INSTRUCTIONAL METHOD IS "B"**

Students proceed through a course of study at their own rate, or as directed often assisted by computer or other technology. Mastery is based on achieving competencies and benchmarks, rather than attaining a schedule of assignments. An instructor monitors student progress. May be supplemented by individual or group tutorial sessions. Includes self-paced Internet courses.

**3. CLINICAL LABORATORY**
**THE INSTRUCTIONAL METHOD IS "C"**

The course takes place in a clinical laboratory setting. This includes practice labs, hospitals, or other agencies. Students apply methods and principles of a clinical discipline. Enrollments are typically fewer than 10. Course size varies depending upon accreditation standards, clinical space limitations, level of offering, availability or client experiences, the nature of the clients, and equipment limitations. Faculty members control the assignments and maintain direct and close supervision of the students.

**4. DISCUSSION/RECITATION**
**THE INSTRUCTIONAL METHOD IS "D"**

A course, or a section of a larger course, designed for group discussion or student recitation. The format limits enrollment to 10-35 students.

5. **SEMINAR**

**THE INSTRUCTIONAL METHOD IS "E"**

A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, or research. Seminars may be conducted over electronic media such as Internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

6. **F Instructional Method is Open for Future Definition**

7. **CLINICAL EXPERIENCE**

**THE INSTRUCTIONAL METHOD IS "G"**

Students participate in client and client related services that are an integral part of an educational program. Clinical instruction occurs in or outside an institutional setting and involves work with clients who receive professional services from students serving under direct or indirect supervision by a faculty member and/or an approved member of the agency staff. Enrollments may vary 1-12 because of experience variations. The control factors within the setting may vary over time, and the teacher supervision may be limited and intermittent. (AAC – 6/94)

8. **ENSEMBLE**

**THE INSTRUCTIONAL METHOD IS "H"**

Large group musical performance courses, meaning group of more than 10 performers. Section size varies with medium and requirements of the musical score. Includes: orchestra, bands, and choruses for either credit or zero credit hour enrollments.

9. **INDEPENDENT STUDY**

**THE INSTRUCTIONAL METHOD IS "I"**

Students complete individualized plans of study. The faculty member and students negotiate the details of the study plans. The course usually has from 1-10 students. Meeting depending upon the requirements of the topic. This instructional method is not for completion of a thesis or dissertation or for meeting the research requirement for a degree. Directed Studies, Special Projects, Mentored, and Special Problems are examples of this instructional method.

10. **DESIGN/RESEARCH**

**THE INSTRUCTIONAL METHOD IS "J"**

Courses focusing on design research and do not entail a dissertation or thesis. The plan of study is negotiated by the faculty member and the students. Contact between the two may be extensive and intensive. May be used as a research/design requirement for a degree. Research/Research Problems are included in this instructional method. Does not include research/design methods courses which are theoretical.

11. **LABORATORY**

**THE INSTRUCTIONAL METHOD IS "L" OR "K"**

Courses meeting in a defined physical setting (e.g., laboratory) for the purpose of the application of methods and principles of a discipline. Laboratory courses are typically

limited in enrollment to 5 – 25 students. Section size varies according to accreditation standards, pedagogical limitations, level of offering, availability of laboratory stations, and equipment. "K" is used in designate and alternate laboratory – the second type of laboratory required.

**12. <u>PRIVATE INSTRUCTION</u>**
**THE INSTRUCTIONAL METHOD IS "M"**
The courses involve individual instruction. One-to-one demonstration, performance critique, music, fine arts or performing arts, or flight instruction are examples. The formula process is related to the use of this code.

**13. N Instructional Method is Open for Future Definition**

**14. <u>PHYSICAL EDUCATION ACTIVITY</u>**
**THE INSTRUCTIONAL METHOD IS "P"**
A course devoted to participation in or the performance of some form of physical activity. Knowledge associated with the proper performance of the activity is presented. The size of section is limited by level of instruction, type of activity, safety considerations, and the availability of facilities, usually 10 – 35 students.

**15. <u>MODIFIED PHYICAL EDUCATION ACTIVITY</u>**
**THE INSTRUCTIONAL METHOD IS "O"**
The same type of course as found in Instructional Method "P." Enrollments using this instructional method are usually limited to accommodate students with physical disabilities where numbers are very limited. Created to meet ADA expectations.

**16. <u>TRACKING</u>**
**THE INSTRUCTIONAL METHOD IS "Q"**
This instruction method is used to track students for zero credit hours.

**17. <u>LECTURE</u>**
**THE INSTRUCTIONAL METHOD IS "R"**
Faculty members give oral presentations of facts, principles, context, or interpretation. Instruction takes place in a traditional classroom setting. Section size varies widely by level, discipline, and campus.

**18. <u>INTERNSHIP/PRACTICUM</u>**
**THE INSTRUCTIONAL METHOD IS "S"**
Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and/or directed plan of study. Depending on the section size, the instructor may provide supervision or monitoring of small groups. This instructional method is related to the formula process. Includes field work/experience, supervision courses, student teaching, and cooperative education.

**19. <u>UNDERGRADUATE THESIS</u>**

**THE INSTRUCTIONAL METHOD IS "T", THE LEVEL OF THE COURSE IS "01"**

A formal treatise presenting the results of study submitted in partial fulfillment of the requirements for an undergraduate degree. The process requires extensive and intensive one-on-one interaction between the candidate and professor with more limited interaction between and among the candidate and the other members of the committee.

**20. <u>GRADUATE THESIS</u>**

**THE INSTRUCTIONAL METHOD IS "T", THE LEVEL OF THE COURSE IS "02"**

A formal treatise presenting the results of study submitted in partial fulfillment of the requirements of an advanced degree. The process requires intensive interaction between the candidate and the thesis director. Masters degrees, Specialist degrees, and Doctorates are included in this instructional method. Furthermore, this instructional method includes activities that are in excess of the number of credit hours in the student's plan of study or the maximum applicable to the degree pursued. When students do not complete the expected thesis for which they are registered a grade of 'Incomplete' should be assigned. The use of this code is related to the formula process.

**21. <u>THESIS/RESEARCH SUSTAINING</u>**

**THE INSTRUCTIONAL METHOD IS "U"**

This is a zero credit hour instructional method used to track students who are not currently working with faculty on thesis or research activities. Universities may require students to register under this instructional method to remain active degree candidates.

**22. <u>WORKSHOP</u>**

**THE INSTRUCTIONAL METHOD IS "W"**

Special sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Worships may vary in time range. They may include lectures, conferences, committee work, and group activity.

**23. V Instructional Method is Open for Future Definition**

**24. <u>SPECIAL TOPICS</u>**

**THE INSTRUCTIONAL METHOD IS "X"**

A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

**25. Y Instructional Method is Open for Future Definition**

**26. Z Instructional Method is Open for Future Definition**

## 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. 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 - http://www.sdbor.edu/services/academics/AAC/guidelines.htm#cc

**Obtaining the proper forms**
Individual forms used in the curriculum process are identified on the BOR website found at:
URL – http://www.sdbor.edu/services/academics/AAC/guidelines.htm#cc

### 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 to 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 - http://www.sdbor.edu/services/academics/AAC/guidelines.htm#cc

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: one for Courses and one for Programs. (A Program Change with three New or Revised Courses needs four Cover Sheets: one Program Cover Sheet and three Course Cover Sheets.) Each College's Cover Sheets are color-coded: Liberal Arts is blue, Business and Natural Sciences is green, and Education and Behavioral Sciences is yellow. Copies of the correct cover sheet may be obtained from the Dean's office. Information on the Cover Sheets may be handwritten.

5. It is the responsibility of the originator to ensure enough copies of the proposal are prepared for distribution. The number needed for the individual College Curriculum Committees will vary from one college to the next; however, the number of copies needed by the University Curriculum Committee is ten (10), plus the original.

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 needs this information to explain the proposal at the state level to the AAC and BOR.

## D. COURSE AND CURRICULUM APPROVAL PROCESS

### 1. The Undergraduate Curriculum Process

Step 1: Originator/Faculty Member

A faculty member develops the idea for a new or revised curriculum. The faculty member then completes the necessary research and prepares the appropriate paperwork located in the Dean's office and the BHSU homepage. Any questions about the BOR forms should be directed to the Registration Officer (Dawn Kennedy) at the beginning of the process. It is the joint responsibility of the originator and the school chair to ensure the proposal is complete and in appropriate format (grammar, spelling, sentence structure, etc,) before submitting the proposal to the school for approval.

Step 2: School Approval

Once the appropriate form is completed, the originator submits the proposal to the school for a formal vote on the proposal by the school faculty. The action of the school is noted on the BHSU Cover Sheet, the cover sheet is signed by the chair, and the proposal is given to the College Curriculum Committee Chair. The school chair, in signing the requests, certifies the request has been discussed and voted upon by school personnel and responsibility is accepted for the proposal's content, accuracy, grammar, and presentation. The chair or any faculty member may write a position paragraph/paper either in favor of or in opposition to the request. Such documents should be attached to the request before it is submitted to the respective College Curriculum Committee. If a proposal affects another school, a memo should be included from the affected school indicating their awareness and acceptance of the change.

Step 3: College Curriculum Committee

The original request, along with the cover sheet and copies, is forwarded to the College Curriculum Committee for its action. If the College Curriculum Committee finds the proposal to be in an unacceptable format—misspellings, errors in grammar, omissions of content, etc.—it should be immediately returned to the chair of the school for revision. Once the proposal is in an acceptable form, the Committee should evaluate the merits of the proposal. The College Committee may, at this time, request additional information from the originator or school chair, including information regarding funding, class loads, etc., in order to judge the merits of the proposal. The College Committee may request the originator or school chair/dean appear before the College Committee to answer questions

regarding the proposal. Any supporting documents obtained in this manner should be forwarded to the University Curriculum Committee.

A formal vote should be taken. Following this vote, the chair of the College Curriculum Committee should sign the cover sheet and forward it to the dean of the college. Members of the College Curriculum Committee may write a position paragraph/paper either in favor of or in opposition to the request or the actions taken by the Committee. Such documents should be attached to the request before it is submitted to the respective college dean.

Step 4: Dean's Approval
Following the action of the College Curriculum Committee the proposal is forwarded to the college dean. After reviewing the proposal, the dean of the college from which the proposal is being forwarded should indicate reaction to the request. Any supporting documentation either in favor of or in opposition to the request should be attached before the request is submitted to the chair of the University Curriculum Committee. The original and ten copies of the proposal must be submitted to the University Curriculum Committee chair one week prior to the monthly meeting.

Step 5: University Curriculum Committee Approval
The University Curriculum Committee may ask the originator, chair, and/or dean to appear before the committee to answer questions regarding the proposal.

If the committee requests minor changes or additions to a proposal, the proposal will be returned to the originator to make the recommended revisions. If the revisions are major, the appropriate dean and school chair will also be informed of the changes.

The University Curriculum Committee will formally vote on each proposal with the action to be recorded on the cover sheet.

Step 6: Faculty Senate Approval
The chair of the University Curriculum Committee will transfer the proposals to the Faculty Senate president.

The Faculty Senate will review the proposals and a formal vote will be taken. Then, proposals will be forwarded to the Vice President for Academic Affairs.

Step 7: Vice President for Academic Affairs
The Vice President for Academic Affairs, in cooperation with the President of the University, will take whatever action is deemed appropriate and in the best interest of the University.

## 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.