

BLACK HILLS STATE UNIVERSITY

CURRICULUM HANDBOOK

Definitions, Processes, Policies, Procedures

**Prepared by the
University Curriculum Committee**



APRIL 2015

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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. This 2015 edition of the University Curriculum Handbook is a major update of the 2012 edition's procedures.

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.

UNIVERSITY CURRICULUM COMMITTEE BYLAWS (Revised 2015)

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, 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/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 (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. PRIVATE INSTRUCTION

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. PHYSICAL EDUCATION ACTIVITY

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. MODIFIED PHYSICAL EDUCATION ACTIVITY

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. TRACKING

THE INSTRUCTIONAL METHOD IS “Q”

This instruction method is used to track students for zero credit hours.

17. LECTURE

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. INTERNSHIP/PRACTICUM

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. UNDERGRADUATE THESIS
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. GRADUATE THESIS
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. THESIS/RESEARCH SUSTAINING
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. WORKSHOP
THE INSTRUCTIONAL METHOD IS “W”**
- Special sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops 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. SPECIAL TOPICS
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/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 - <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 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 ensure enough copies of the proposal are prepared for distribution. The number of copies needed by the University Curriculum Committee is ten (10), plus the original. Cover sheets do not need to be copied with the ten copies of the proposal.
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.

D. COURSE AND CURRICULUM APPROVAL PROCESS

1. The Curriculum Process (implemented Fall 2014)

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, the library liaison 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.