

CURRICULUM DEVELOPMENT PROCESS GUIDE

UNIVERSITY OF CENTRAL ARKANSAS

Developed by the
Joint Graduate/Undergraduate Council Task Force on Curriculum Guidelines
March 1994

Latest revision: May 2009

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University of Central Arkansas
Conway, AR 72035

Revision history:

August 1996, December 1998, April 2000, April 2001, October 2001, May 2002, October 2002, March 2003,
February 2005, March 2005, April 2006, August 2006, November 2006, October 2007, November 2007, May 2009

Maintained by the Office of the Provost

1994 Task Force members: Kathleen Atkins, Kenneth Freiley, Mary Harlan,
Charles Harvey, Loretta Koenigseder, Lillian Parrish

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Introduction

The purpose of this document is to place under one cover information concerning the processes for course and program formation and change at the University of Central Arkansas. It is intended to provide faculty members, department chairpersons, curriculum committee members, and university administrators with the overall guidelines for the design and approval of courses and programs. A delineation of curriculum changes which are considered action or information items may be seen in the table on page 5.

Note: All proposals must be submitted in digital format (Microsoft Word) and in hard copy. Curriculum forms are available online at <<http://www2.uca.edu/panda/curriculum/forms.html>>.

Curriculum Process: Curriculum Change Proposals

This process applies to course proposals, other action items that are not program proposals, and information items (for a flowchart of the process, see Figure 1, page 2). Contact the Director of General Education or the Undergraduate or Graduate Dean before initiating major curriculum revisions.

- Step 1. A proposal is prepared, typically by one or more faculty members, and brought before the department.
- Step 2. The proposal is reviewed by the department. If recommended, it is forwarded to the dean who distributes it to the college curriculum and assessment committee. If not recommended, it is returned to the proposer.
- Step 3. The college curriculum and assessment committee reviews the proposal. If recommended, it is forwarded to the dean of the college. If not recommended, it is returned to the proposer. *Note:* special topics and workshop courses must be approved through this level.
- Step 4. The college dean reviews the proposal.

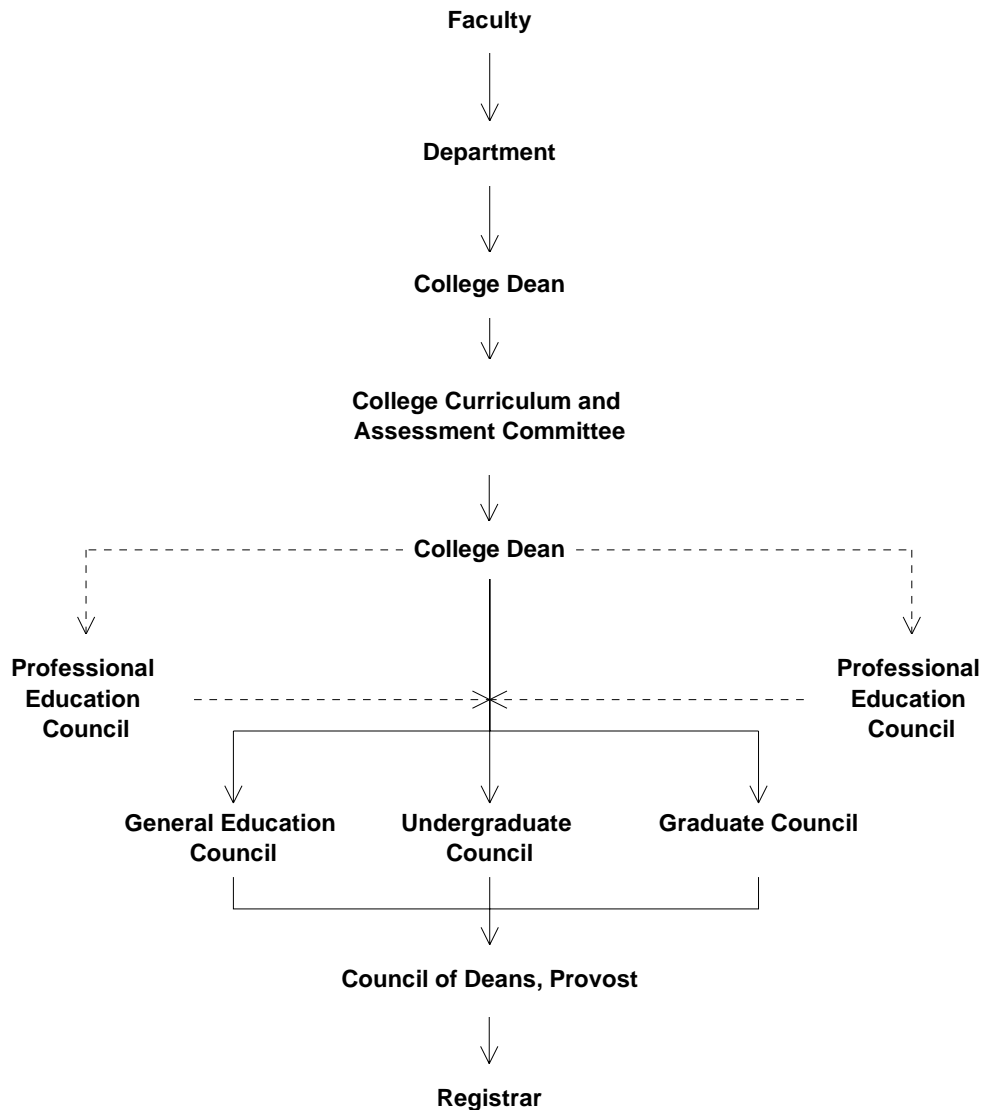
If the proposal is not recommended by the college dean, it is returned to the proposer.

If the proposal is recommended and does not affect the teacher education program, it is forwarded to the General Education Council, the Undergraduate Council, or the Graduate Council. If the course is proposed for the general education program *and* for a major degree program, the proposal is forwarded to both the General Education Council and the Undergraduate Council; in the case of double-listed courses (listed at both the 4000 and 5000 levels), the proposal is forwarded to both the Undergraduate and Graduate Councils.

If the proposal affects the teacher education program and the dean recommends it, the dean forwards it to the Professional Education Council (PEC). If the PEC recommends the proposal, it is forwarded to the appropriate council(s). If the PEC does not recommend it, it is returned to the proposer.

Note: During the academic year, a proposal must be submitted to the office of the Director of General Education or the Undergraduate and/or Graduate Dean at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

- Step 5. The General Education Council or the Undergraduate and/or Graduate Council reviews the proposal. If recommended, it is forwarded to the Council of Deans. If not recommended, the proposer is notified.
- Step 6. If the proposal is recommended by the Council of Deans and approved by the Provost, it is submitted to the Registrar's office and (in the case of new courses and other course-related changes) incorporated into the master course file.

Figure 1: Flowchart for Curriculum Change Proposals

Curriculum Process: Extended Study Program

Departments must approve credit courses to be offered through the Division of Academic Outreach and Extended Programs (extended-learning courses), as well as the course syllabus and the instructor. Departments determine whether courses can be taught as extended-study offerings without jeopardizing or reducing academic standards.

Courses for degree credit taken by extended learning should undergo the same review process as courses taken on campus. Departmental curriculum committees are to evaluate a proposed extended-study course as it relates to content, lessons, exams, and textbook. Departments are to examine extended-study courses for currency and quality on an annual basis and recommend any courses to be discontinued or changed.

For courses to be offered electronically, see also Guidelines for Course Proposals: Online and Compressed Video Formats (page 9) and Appendix A, UCA Principles for Electronically Offered Courses (page 10).

Curriculum Process: New Program Proposals

For a flowchart of the curriculum process for new program proposals, see Figure 2, page 4. Contact the Undergraduate or Graduate Dean prior to initiating new program proposals. All new program proposals use Curriculum Form 3 as a coversheet and follow the process outlined below.

Step 1. A program proposal is prepared, typically by one or more faculty members, and brought before the department.

Note: Every proposal for a new degree program must include an assessment plan. (Proposals for minor programs do not require formally reviewed assessment plans.) Review and, if necessary, continued development or revision of assessment plans for new programs takes place at departmental, college, and university levels *before* the proposal is forwarded to the college dean.

Step 2. The proposal is reviewed by the department. If recommended, it is forwarded to the dean of the college who distributes it to the college curriculum and assessment committee. If not recommended, it is returned to the proposer.

Step 3. The college curriculum and assessment committee reviews the proposal. During the college committee's review, a proposed degree program's assessment plan is forwarded to the university's Academic Planning and Assessment Committee (APAC) for review of the proposed initial assessment plan. APAC approval of the initial assessment plan must be obtained before a recommendation is made by the college committee. (Note: proposals for minor programs do not require formally reviewed assessment plans.) If recommended by the college committee, the proposal is forwarded to the dean of the college. If not recommended by the college committee, it is returned to the proposer.

Step 4. The college dean reviews the proposal. If the dean does not recommend the proposal, it is returned to the proposer. If the dean recommends the proposal and it affects the teacher education program, the dean forwards it to the Professional Education Council (PEC); if the recommended proposal does not affect the teacher education program, it is forwarded to either the Undergraduate or Graduate Council or both, if appropriate.

If the proposal affects the teacher education program, the PEC reviews the proposal. If the PEC recommends the proposal, it is forwarded to either the Undergraduate or Graduate Council or both, if appropriate. If the PEC does not recommend the proposal, it is returned to the proposer.

Note: During the academic year, a proposal must be submitted to the office of the Undergraduate and/or Graduate Dean at least one month before the meeting at which action is desired. Summer submissions may not be considered until the fall semester.

Step 5. The Undergraduate or Graduate Council reviews the proposal. If recommended, it is forwarded to the Council of Deans. If not recommended, it is returned to the proposer.

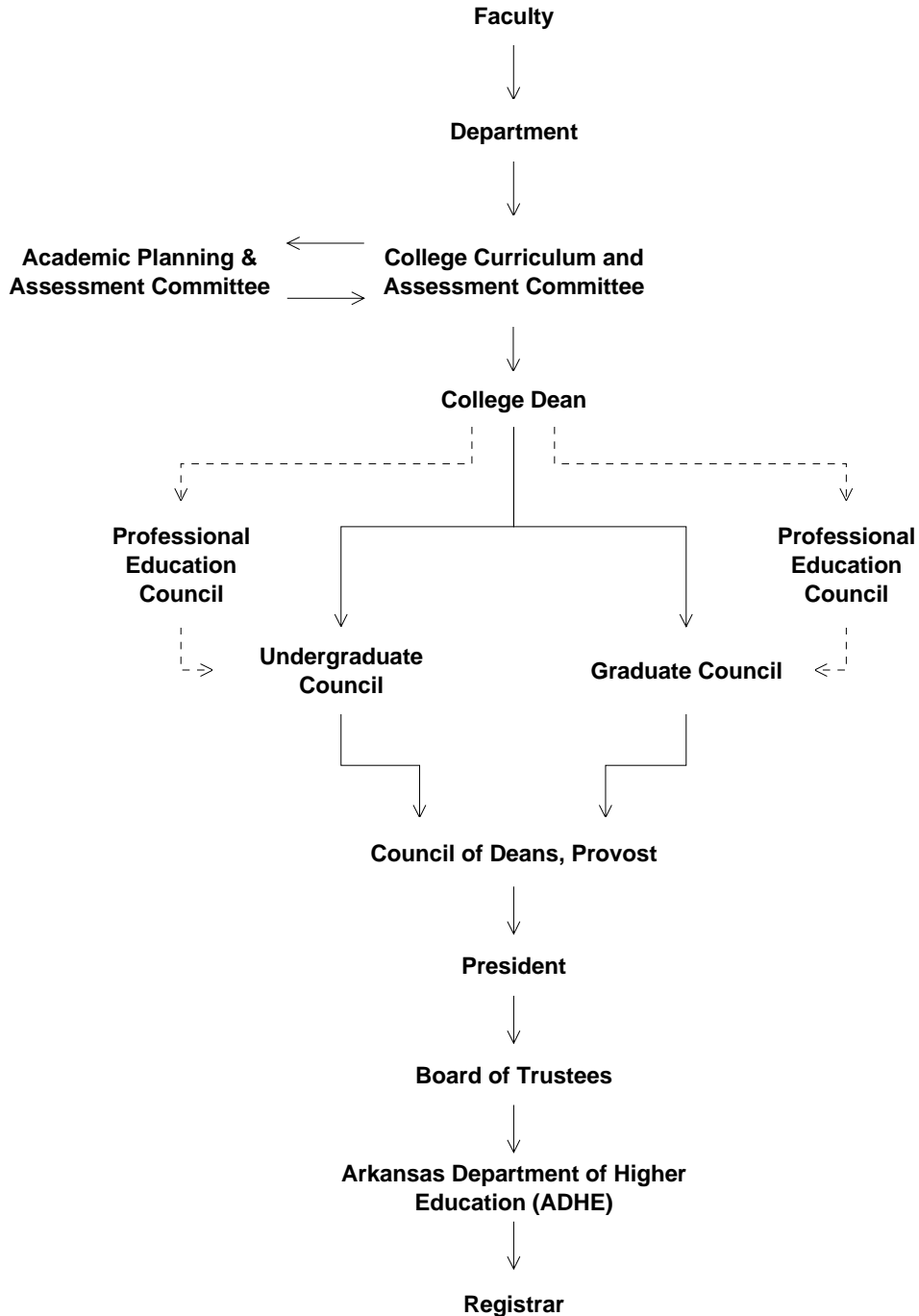
Step 6. If the proposal is recommended by the Council of Deans and approved by the Provost, it is forwarded to the President, the Board of Trustees, and (when required) the Arkansas Department of Higher Education (ADHE). If not recommended, it is returned to the proposer.

Step 7. If the proposal is approved by the President, the Board of Trustees, and (when required) ADHE, it is forwarded to the Registrar's office; the program is created in SIS, and new courses are incorporated into the master course file.

Note: Use the Arkansas Department of Higher Education (ADHE) publication *Criteria and Procedures for Preparing Proposals for New Programs* to ensure that proposals employ a common format. Copies are available in the offices of Graduate Studies and Undergraduate Studies and online at the ADHE web

site: <http://www.adhe.edu/divisions/academicaffairs/Pages/aa_academicproposals.aspx>. For guidance in preparing an assessment plan, use the guidelines in Assessment Plan Elements, available on UCA's Planning and Assessment web site at <http://www.uca.edu/panda/assess/plan_elements.html>; examples of existing program assessment plans are maintained in UCA's online Assessment Plan Library: <<http://www.uca.edu/panda/library.html>>.

Figure 2: Flowchart for New Program Proposals



Required Forms for Action/Information Items

Curriculum Forms are available online: <<http://www2.uca.edu/panda/curriculum/forms.html>>.

Curriculum items not listed here should be considered action items. Questions should be directed as appropriate to the Director of General Education, the Dean of Undergraduate Studies, or the Dean of the Graduate School.

ACTION ITEMS	FORM
New course proposal (not general education), including online or compressed video courses (Note: A previously existing but deleted course is treated as a new course in the curriculum process.)	Curriculum Form 1
New course proposal (general education)	Curriculum Forms 1, 4
Change in semester credit hour requirements for a major/minor	Curriculum Form 2-A
Change course from an elective to a requirement in a major/minor	Curriculum Form 2-A
Change course from a requirement to an elective in a major/minor when the change affects total hours or affects another department/program area	Curriculum Form 2-A
Approval of existing course as a general education course	Curriculum Forms 2-A, 4
Change level of course (e.g., 2000- to 4000-level course number)	Curriculum Form 2-A
Change in credit-hour value of a course (e.g., 3-hour to 2-hour course or change to variable credit)	Curriculum Form 2-A
Deletion of course when the change affects total hours in a major/minor and/or affects another department/program area (Note: Once a course is deleted, it can be reinstated only through the new course proposal process.)	Curriculum Form 2-A
Prerequisite change increasing total hours for a major/minor and/or affecting another department/program area	Curriculum Form 2-A
Program or departmental title change	Curriculum Form 2-A
New program proposal (majors, minors, degrees, concentrations, degree options)	Curriculum Form 3
Regulations/guidelines: academic honors programs, rules concerning academic probation, thesis, comprehensive examinations, etc.	Curriculum Form 2-A
Modifications to existing program-specific admission policies.	Curriculum Form 2-A
MIXED ACTION-INFORMATION ITEMS	FORM
Conversion of an existing traditionally delivered course for electronic delivery	Curriculum Form 2-E
INFORMATION ITEMS	FORM
Change in course title	Curriculum Form 2-I
Change course from a requirement to an elective in a major/minor when the change does not affect total hours and does not affect another department/program area	Curriculum Form 2-I
Deletion of course when the change does not affect total hours in a major/minor and does not affect another department/program area. (Note: Once a course is deleted, it can be reinstated only through the new course proposal process.)	Curriculum Form 2-I
Course prerequisite change not increasing total number of hours for a major/minor and not affecting another department/program area	Curriculum Form 2-I
Nonsubstantive editorial change of course description for <i>Bulletin</i>	Curriculum Form 2-I
Conversion of existing program and/or courses to allow electronic delivery (online, compressed video)	Curriculum Form 2-I

Decisions concerning deletion of a major or a degree program are made at other administrative levels and are not covered by this *Guide*. The Program Deletion Protocol is published online here (PDF document): http://www2.uca.edu/panda/curriculum/program_deletion_protocol.pdf.

Course offerings will be reviewed by the Director of General Education and the Undergraduate and Graduate Deans. For courses which have not been offered during the previous three years, department chairs will be asked to provide justification for continuation or to request deletion.

Guidelines for New Course Proposals

For general education course proposals, see the Guidelines for All General Education Course Proposals, page 8. For online or compressed video courses, see Guidelines for Course Proposals Online and Compressed Video Format, page 9.

I. COVER SHEET

Curriculum Form 1

II. COURSE SYLLABUS

The syllabus should include course title, bulletin description, course goals, course outline, a description of the method for the evaluation of student performance, and selected course references. The reference list should give complete citations using the style guide appropriate to the discipline. If the course is double listed as a graduate and undergraduate course, distinguish between requirements, learning experiences, and evaluation criteria for undergraduate and graduate students.

III. PLACE IN THE DEPARTMENTAL PROGRAM

- A. Why is this course being proposed? How does it advance the department goals and objectives? If this course is being proposed in response to a national or regional accrediting agency, please attach verification.
- B. For which degree(s) is this course a requirement or an elective?
- C. Describe the adequacy of the library resources to support this course.
- D. Will this course normally be held on campus? If not, describe the off-campus facilities for the course, including classroom space, library access and the character of the library resources, laboratory resources, and faculty office space. Also, outline plans for supervision and evaluation of this course.
- E. Is this course a part of a new program or of a projected new program?
- F. Will this course replace another course that will be deleted from the departmental schedule?

IV. RESOURCES IN SUPPORT OF THE PROPOSED COURSE

- A. Identify the persons who may be assigned to teach this course. For graduate courses, indicate current graduate faculty status for proposed instructors.
- B. State the impact of this course upon other courses in the departmental program in terms of faculty time and teaching load.
- C. Describe any additional resources needed to implement this course.

Revised June 1996

Guidelines for All General Education Course Proposals

For non-general education courses, see the Guidelines for New Course Proposals, page 7. Discussion and examples for general education course proposals are posted on the UCA web site at <http://www.uca.edu/divisions/academic/gened>.

For all courses—both new and existing—complete sections I–III.

I. COVER SHEETS (2 forms)

For new courses: New Course Proposal (Curriculum Form 1) *and* General Education Course Proposal (Curriculum Form 4)

For existing courses: Proposal for Curriculum Change (Curriculum Form 2-A) *and* General Education Course Proposal (Curriculum Form 4)

II. GENERAL EDUCATION COURSE DESCRIPTION

See the online document Preparing a General Education Course Proposal.

III. COURSE SYLLABUS

The syllabus should include course title, bulletin description, course goals, course outline, a description of the method for the evaluation of student performance, and selected course references (optional if the course is an existing course). The reference list should give complete citations using the style guide appropriate to the discipline.

For new courses only, complete sections IV and V also.

IV. PLACE IN THE GENERAL EDUCATION PROGRAM

- A. Why is this course being proposed? How does it advance the purpose and objectives of the general education program?
- B. Describe the adequacy of the library resources to support this course.
- C. Will this course normally be held on campus? If not, describe the off-campus facilities for the course, including classroom space, library access and the character of the library resources, laboratory resources, and faculty office space. Also, outline plans for supervision and evaluation of this course.

V. RESOURCES IN SUPPORT OF THE PROPOSED COURSE

- A. Identify the persons who may be assigned to teach this course.
- B. State the impact of this course upon other courses in the department in terms of faculty time and teaching load.
- C. Describe any additional resources needed to implement this course.

Guidelines for New Course Proposals Online and Compressed Video Format

For proposals relating to courses not delivered electronically, see the general Guidelines for New Course Proposals, page 7. Before preparing a proposal for electronic delivery of a course, consider carefully UCA's Principles for Electronically Delivered Instruction (Appendix A, p. 10). *Note:* New course proposals prepared under these guidelines are reviewed and recommended using the same curricular processes applying to other curriculum changes. For conversion of existing courses to allow electronic delivery, use Curriculum Form 2-E.

I. COVER SHEET

Curriculum Form 1

II. COURSE SYLLABUS

The syllabus should include course title; distance ed catalog description, including the specific electronic format of the course and required access to technology; course goals; course outline, including the specific arrangements for synchronous instruction; a description of the method for evaluating student performance, including means of assuring the integrity of student work; and selected course references, including those relevant to the online or compressed video delivery of the course content. The reference list should give complete citations using the style guide appropriate to the discipline. If the course is double listed as a graduate and undergraduate course, distinguish between requirements, learning experiences, and evaluation criteria for undergraduate and graduate students.

III. PLACE IN THE DEPARTMENTAL PROGRAM

- A. Why is this course being proposed for online or compressed video instruction? How does it advance the department goals and objectives? If this course is being proposed in response to a national or regional accrediting agency, please attach verification.
- B. For which degree(s) is this course a requirement or an elective?
- C. Describe the adequacy and availability to students of library resources (online reference services, document delivery, print resources, etc) or related course materials to support this course.
- D. Is this course a part of a new program or of a projected new program?
- E. Will this course replace the on-campus version of this course, or replace another course that will be deleted from the departmental schedule?

IV. RESOURCES IN SUPPORT OF THE COURSE

- A. Identify the persons who may be assigned to teach this course. For graduate courses, indicate current graduate status for proposed instructors.
- B. State the impact of this course upon other courses in the departmental program in terms of faculty time and teaching load.
- C. Describe any additional resources needed to implement this course.

V. REQUIRED ATTACHMENT

Every curriculum change proposal developed under these guidelines must be accompanied throughout the proposal process by the appropriate license agreement as provided under Board of Trustees Policy 409. Contact Academic Outreach and Extended Programs with questions.

**Appendix A:
Principles for Electronically Offered Instruction**

University of Central Arkansas Principles for Electronically Offered Instruction¹

- That distance education is best experienced within a community of learning where faculty are actively and cooperatively involved in creating, providing, and improving instruction.
- That all courses and programs are consistent with the sponsoring academic college's and department's role and mission.
- That electronically offered courses and programs meet institution-wide standards for quality and rigor, including university and program admission requirements.
- That approval of courses and programs is secured through the same curriculum review process used for on-campus courses and programs.
- That courses are taught by regular departmental faculty or faculty approved by the departmental faculty and chair, and that the institution provides appropriate instructional and technical support for participating faculty.
- That courses and programs provide content and seek outcomes appropriate for the selected technology and for the intended student population.
- That all courses provide significant opportunities for interaction with the instructor and with fellow students.
- That students are assured access to adequate and appropriate library resources or related instructional materials to support intended course outcomes.
- That courses are subject to the same institutional requirements as on-campus courses for evaluation of instruction and for assessment of student achievement.
- That the integrity of student work is safeguarded.
- That course materials and their use conform to copyright and intellectual property policies.

¹ The term *electronically offered instruction* refers to courses delivered online or by compressed video. These principles are informed by *Best Practices for Electronically Offered Degree and Certificate Programs*, a document developed by the eight regional accrediting commissions. Download the document (PDF) from the HLC downloads site: http://www.ncahlc.org/index.php?option=com_docman&task=doc_view&gid=393&Itemid=236.

Appendix B: Forms

For access to all curriculum forms, see the online forms page at <http://www2.uca.edu/panda/curriculum/forms.html>.