Curriculum Responsibilities

Department Level
- Organize faculty curriculum committee(s)
- Conduct an annual curriculum review
- Propose curriculum changes to the college dean

College Level
- Help departments understand and follow university policies and procedures
- Ensure that department curricula are clearly articulated and fully supported
- Review and, when justified, recommend department curriculum proposals to the University Curriculum Council

University Level
- Associate deans assist in establishing and implementing university curriculum policy and procedure through full participation in the functions of the University Curriculum Council
- Curriculum oversight by the University Curriculum Council

University Curriculum Council

The function of the University Curriculum Council is to advise, support, and represent the Academic Vice President in matters of learning, teaching, and curriculum. The Curriculum Council approves and oversees programs and courses, grade rules, examination policy, catalog content, limited enrollment policies, curriculum policy and procedure, and the improvement of teaching and learning through periodic review of program and course objectives, expected learning outcomes, teaching strategies, and assessment.
University Curriculum Council Members
As of February 16, 2012

Council Reports to:
Academic Vice President

Council Chairman
Associate Academic Vice President for Curriculum (AAVPC)

Members
Associate Dean, College of Ag and Life Sciences
Associate Dean, College of Business and Communication
Associate Dean, College of Education and Human Development
Associate Dean of Foundations and Interdisciplinary Studies
Associate Dean, College of Language and Letters
Associate Dean, College of Performing and Visual Arts
Associate Dean, College of Physical Sciences and Engineering
Academic Discovery Center Director
Academic Outreach and Retention Coordinator
Continuing Education Director
McKay Library Representative
Online Courses Managing Director
Outcomes and Assessments
Pathway and Online Programs Managing Director
Registrar
SRC Representative
Testing Center Representative
Curriculum Office Assistant (COA)
Curriculum Planning Cycle

This section is intended as a guide for those responsible for development and maintenance of curriculum. The timeline indicates the University’s cycle leading to publication of the yearly catalog and class schedules.

Department and college curriculum personnel should note the year-round process of curriculum review and development. However, after catalog and class schedule publication deadlines (October 15th), changes to the curriculum of the university will not be accommodated. (Exceptions must remedy a gross error or meet an unusual need as determined by the Curriculum Council).

Associate Deans and Department Chairs should coordinate the yearly review of all programs and courses to make sure they are completed by the October 15 deadline.

Course or program changes approved at the department and college level must be submitted on schedule for review at the university level (see Program and Course Documentation section). All approved course or program changes will be included in the next published catalog and will be effective beginning the year reflected by each catalog.

DEFINITION OF CURRICULUM REVIEWS:
The following must be reviewed and approved by the University Curriculum Council before they can be officially integrated into the curriculum of a college or department. All changes must be submitted on a Curriculum Change Form except for prerequisites.

Course Change
- Any change in a course, (i.e., course number, credit hours, lecture hours, lab hours, name of course, etc.), addition of a new course, or deletion of an existing course.
- Any changes to courses (i.e. credit hours) that affect degree programs require submission of a curriculum change form.
- Course changes, additions, or deletions are submitted by departments to their college Associate Dean for review, approval, and submission to the University Curriculum Council.

Program Change (major, minor, concentrations, clusters or certificate)
- Any change to an existing program, (i.e. name, requirements, etc.), a new program, or the deletion of an existing program.

Department Change
- Department name changes, creation of a new department, or the deletion of an existing department must be approved by Deans Council, Presidents Council and the Board of Trustees. This also requires final approval by the Board of Trustees.

Programs (or departments) will not be changed during the academic year. Programs approved for a curricular year (starting each fall semester) will remain until the following year.

ANNUAL CURRICULUM REVIEWS
Each department and college should conduct annual reviews of all programs and courses offered. The following items should be included in this review:

<table>
<thead>
<tr>
<th>Majors</th>
<th>Minors</th>
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</thead>
<tbody>
<tr>
<td>Emphases</td>
<td>Concentrations</td>
</tr>
<tr>
<td>Clusters</td>
<td>Certificates</td>
</tr>
<tr>
<td>Curriculum Maps of Outcomes and Assessments</td>
<td>Proliferation of teaching areas</td>
</tr>
<tr>
<td>Student Achievement of Outcomes</td>
<td>Number of students enrolled in each program</td>
</tr>
<tr>
<td>Limited enrollment programs</td>
<td>Changes</td>
</tr>
<tr>
<td>Number of graduates from each program</td>
<td></td>
</tr>
</tbody>
</table>

Program or course changes from annual reviews should conform to the Planning Cycle Timeline.
Procedures

Curriculum Changes

1. The department elects to make changes to its curriculum (courses or programs). Faculty fill out the proper forms (located in the “Forms” section of this handbook) and submits them to the department chair for approval and a signature. This must meet the fall deadline to be effective the next curricular year. (Plan one year in advance.)

2. The signed curriculum forms are then submitted to the college Dean’s office for the associate Dean. The Associate Dean reviews the request and determines approval or denial. If denied, the request goes back to the department. If approved, the Associate Dean signs the form(s).

The associate dean is responsible for ensuring the request meets all university policies and procedures.

3. The forms are then sent to the university curriculum administrative assistant (COA) who produces a summary of the curriculum changes requested by the department, attaches this summary to the submitted forms, makes copies, and presents them to the Associate Academic Vice President for Curriculum (AAVPC) for review.

4. The AAVPC decides which curriculum review items can be “Approved Without Discussion” and which need to be presented to the UCC for review.

5. The curriculum administrative assistant prepares the agenda for the UCC meeting, including the “Approved Without Discussion” list and copies of the items that need to be reviewed by the UCC. The agenda, any review items, and additional material that the AAVPC determines the UCC need prior to the next meeting are put into packets and distributed to Council members the Tuesday before the Thursday UCC meeting.

6. During the UCC meeting, each Associate Dean who has a review item on the agenda presents the college or department’s case. The representative should be prepared to represent the department or college interests. If there are any questions of substance the representative cannot answer, the item under discussion may be tabled until further information can be obtained. If the UCC elects to deny a request or send it back to the department or college for further work and/or information, the college representative is responsible to work with those responsible to resolve issues or announce the UCC’s denial and share the reasons for such.

7. After the UCC meeting, the computer database is updated with curriculum changes that were reviewed.

8. An email is sent to departments with a copy of the summary of the curriculum requests that have been approved. The UCC member responsible for the department also receives a copy of this email with the summary attached.
University Catalog

1. When it is time to update the university catalog (Fall semester) the COA reviews copies of all the program sheets and inserts changes into the catalog.

2. Once all information is updated in the catalog, final proofs are generated and distributed to all academic departments.

3. After the catalogs are set, they are posted online ready for use.

4. If catalog errors are discovered or changes are approved after publication, the COA makes the corrections or changes in the online catalog.
Program Change Request

When a department wishes to propose a new degree they should complete the New Degree Proposal Template (located in the “Forms” section of this handbook) including a curriculum map. This should be submitted to the AAVPC who will complete a preliminary review with the Academic Vice President and University President.

With their approval the proposal will then be presented to the Curriculum Council for discussion. Following approval it will then go before the Deans’ Council for approval and then the President’s Council for approval. The Board of Trustees will then review the proposal and determine if it will be approved.

Minor changes to program sheets will be brought before Curriculum Council as a non-discussion item.

Limiting Enrollment (LEP) in a Degree Program

- Departments may not limit the number of students in a major or minor program unless approved by the UCC and the Deans Council.
- When LEP status has been authorized, notice of this fact should be stated in the catalog, including the standards for acceptance.
CIP Codes

BYU-Idaho is required by the U.S. Department of Education to file a number of annual reports each academic year that require us to use their Classification of Instructional Program (CIP) codes. Failure to do so could result in sizeable fines and possible curtailment of Title IV participation that would impact nearly half the BYU-Idaho student body and curtail the federal financial aid that students receive annually.

As each degree program is created and/or updated, the AAVPC will coordinate with the Registrar’s office to make sure the CIP code attached to the program is accurately reflecting the subject matter of the program as outlined by the U. S. Department of Education.

Current code lists and descriptions can be found at http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010165 or the home page at http://www.nces.ed.gov/ then a search for CIP Codes will need to be done in the search engine provided.
Clusters

A group of courses, generally 12 credits (up to 15), designed for student preparation in a specific subject area as an element of a major, or as an element of an interdisciplinary studies degree.

Minors

A group of courses, 20-24 credits, designed to encourage focused learning in a subject area complementary to an integrated standard degree, or as an element of an interdisciplinary studies degree. Minors must include upper division credit.

Concentrations

A group of courses, 30-36 credits, allowing focused learning development in a primary subject area; a concentration is the primary element of an interdisciplinary degree.

Emphasis

A grouping of courses through which students specialize in a unique career pathway.

Majors

A group of courses (credits vary by major type- integrated or specialized) allowing the greatest focus and depth of skill development in a primary subject area; majors are the “identifying” label of a student’s studies.

Guidelines for Majors and Minors

The following terms are unique to BYU-Idaho.

- **Standard Major:** 40 – 55 credits (with no minor or cluster requirements) and up to 40 elective credits.
- **Standard Integrated Major:** Maximum of up to 67 credits made up from one of the following combinations and elective credits to equal 80 credits:
  - Core + 1 cluster.
  - Core + 2 clusters or 1 minor.
- **Specialized Major:** 80 credit hours of coursework selected from appropriate core and emphasis classes. No minor required.
- **Interdisciplinary Degree:** Maximum of 60 credits of coursework made up from the following combinations and elective credits to equal 80 credits:
  - Concentration + 2 clusters.
  - Concentration + 1 minor.
  - 2 Concentrations (no more than 30 credits per concentration).
- **Minor:** 20-25 hours, as defined by department.
- **Cluster:** 12-15 hours. Students select from pre-approved clusters or create a customized cluster with the assistance of the Career and Academic Discover Center.
The following options are available to students in Teacher Education programs.

- **Education Specialized Major**: 80 hours. No minor required.
- **Education Composite Major**: 55 hours plus education core. No minor required.
- **Education Major**: 30 hours plus education core. Requires an Education minor.
- **Education Minor**: 20 hours. Requires an Education major in a selected field of study.
- **Endorsement**: 6-20 hours, defined and granted by the State of Idaho.

To ensure consistency across the university, the department must indicate the total credit hours required to complete a major, minor, or emphasis/specialization. This number includes all courses that must be taken in order to be granted the major, minor, concentration, or emphasis/specialization, including prerequisite courses.
College Curriculum Review
The department curriculum review of courses and programs is completed each spring/summer for the next academic year’s course offerings (work one year in advance). These college reviews should be completed in time to meet the deadlines for the UCC review (usually October 15th). The deadline is necessary to meet publication timelines and to make database changes prior to course scheduling.

Course Changes that Affect Degree Programs
For all course changes that affect program requirements, a Curriculum Change Form must be submitted to the UCC. Course changes that change a program include adding new required courses, changing credit hours that change the major/minor hours, deleting core courses, etc.

Changes to an existing course
1. If changes to the course title, description, and/or credit hours are extensive, the course should be treated like a new course and not a change to an existing course. If the department would not be willing to accept the new version of the course as equivalent for repeat purposes to the old version of the course, it should be considered a new course.
   a. Would the department be willing to use the “new” version of the course as equivalent for repeat purposes to the “old” version of the course?
   b. If not, then it should be treated like a new course.

2. Changing credit hours
   a. If the course is required for a degree program, submit a Curriculum Change Form to the UCC. The UCC prefers that program hours decrease or stay the same.
   b. If hours are decreasing, the curriculum index number for the course will need to change so that the computer will not allow retake (i.e., a 3 hours course cannot repeat a 4 hour course).
   c. According to university guidelines, one credit hour represents 3 hours of work per week for a typical student.
      • 1 lecture hour = 1 credit
      • 1 guided instruction hour = .85 credit*
      • 1 lab hour = .7 credit - Lab hours: 0-1 hours = 0 credits; 1-3 credits = 1 credit, etc. Labs that are used to complete homework or projects should be treated differently than a lab that is used to introduce new material and assign more homework. This should be specified when submitting a CCF.
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*Guided Instruction*

- Guided Instruction is approved by exception only.
- 1 guided instruction hour = .85 credit
- Lab and guided instruction cannot be combined. It must be one or the other
- In guided group instruction the instructor presents new segments of information to the students, then guides them through exercises to practice the learning activity.
- Typically less homework would be expected from students outside of class.
- A class where the instructor guides students through repetitive activities would be guided instruction (examples include choirs, band, aerobics, dance, etc).
- During guided group instruction the instructor might drill, review, spend time coaching one on one, answer questions in an informal setting, or critique the student activity. It is less formal than the lecture allowing more time for students to work problems out for themselves.
- Both the teacher and student must be present the entire time.

3. Is the course used by other departments as a prerequisite course or as part of their degree programs?
   a. If so, alert these departments so that they are aware of the change and can give feedback as necessary.

4. Is the course cross-listed with another course?
   a. If the same curriculum index number is used for both courses, both departments will need to agree on the changes being made.

Adding new courses

1. To add a new course to a degree program, submit a Curriculum Change Form.
2. Refer to the Template for Creating New Courses (located in the “Forms” section of this handbook) for complete information on the necessary documentation to submit with the Curriculum Change Form.
3. As the justification for creating a new course, explain why the course should be offered.
   a. Do the students in this program really need the course? Are students going to be seriously impaired in their career fields if they do not know the master this material? Is this the direction the technology, market, business world, scientific world, etc is moving and the department needs to keep up? These and related questions should be discussed thoroughly in the Annual Curriculum Review.
   b. “Pet topics” should not be submitted for approval.
   c. With rare exception, a department should propose a course to be dropped to accommodate the new course and to keep.
Deleting courses

1. Is the course used by another department as a prerequisite or part of their degree program?
   a. The other department(s) should approve and sign the request.
   b. If other department(s) needs the course, negotiate with the department(s) so the needs of the students can be met.

2. If the deleted course was part of a degree program in the department, is it being replaced by another course, or is the program being reorganized.
   a. If so, submit a Program Change Request to the COA.

3. Submit a Curriculum Change Form to the UCC.

Late (or mid-year) course changes

The UCC must review and approve all late changes, and approval of requested changes will depend on rare and extreme challenges faced by students. Late changes are only approved under extenuating conditions. Such late changes may be considered based on the impact a student’s schedule, tuition, scholarship or grant, etc. The following should be considered before submitting a late change to the UCC for approval.

1. How will students be informed of changes after the catalogs are published and the class scheduling is completed for a given semester?
2. Is there a sufficiently compelling reason to make the change immediately rather than waiting for the next review cycle?
3. Changes to a course cannot be made after the semester has started. (The only exception is a Grade Rule change. This would only happen if instructors would be alert to the Grade Rule posted on their class roles.)
4. What effect will the change have on degree programs and on student Progress Reports?

UCC Review of All Course Changes and New Courses

The UCC will review all college-approved changes. Any change may be discussed if UCC members have a concern. Some proposed changes may be sent back to the college before a final decision is made.

To make changes to an existing course, to create a new course, or to delete any existing courses, please use the “Curriculum Change Form” located in the “Forms” section of this handbook.
Course Catalog Numbers

The abbreviated department name (now known as the teaching area) (5 alphabetical character limit) plus a three-digit number, which may have a letter suffix, should be used to designate each course.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Type of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 99</td>
<td>Preparatory and remedial (non-credit)</td>
</tr>
<tr>
<td>100 to 299</td>
<td>Lower-division</td>
</tr>
<tr>
<td>300 to 499</td>
<td>Upper-division</td>
</tr>
</tbody>
</table>

Reserved Numbers

198, 298, 398, 498 – Internships

Course Suffixes

R – Designates a course that may be repeated for credit

Use Arabic Numerals in the title, not Roman Numerals

Special Topics Courses

Departments may have in their programs one or more special topics courses whose course content may vary from time to time. This enables the department to offer current subjects on a one-time-basis, or experimental courses, or courses which would not be allowed to remain on the books because they are used too infrequently.

- These courses normally have an R suffix and are repeatable.

Use of Previously Used Course Numbers

In order to avoid difficulties, course numbers should not be reused. To determine which course numbers are available for use, contact the Registrar’s office.
Course Titles

**Full Course Title**
The full course title should reflect the main topic of the course as succinctly as possible. This is the title that will appear in the university catalog.

**Abbreviated Title**
This is the abbreviated version of the full course title. It can use no more than 34 spaces. This is the title that will appear in the Class Schedule and on the student’s transcript. Abbreviations should start with the same word as in the full course title and should be as understandable as possible.

**Flexible Titles**
This option allows a department to offer multiple titles for one course. One or more of the approved flexible titles may appear in the Class Schedule at one time. Courses with flexible titles should use the “R” suffix, thus allowing students to take more than one titled course and receive credit. Generally, courses with flexible titles are used with special topics courses, seminars, or courses for which the general subject area is fixed but the specific materials vary from year to year.

**Please Note:**
To change the title of a course or to add flex titles, please use the Curriculum Change Form located in the “Forms” section of this handbook.
Course Credit Hours

One semester unit of academic credit represents a minimum of one hour of instruction per week in a semester or two hours of instruction per week in a term/block (e.g., a three hour class will meet at least three hours per week in a semester).

As a general rule, students should expect to spend two hours of preparation time for every hour in class. Student preparation may include laboratory or quiz section work.

Catalog Listing

The hours designation listed in the catalog (in parentheses after the course title) is as follows:
- Credit hours—the first number represents the number of hours a student will earn by completing the course with a passing grade.
- Lecture hours per week—the second number represents the number of class hours of lecture, recitation, or seminar meetings per week.
- Lab hours per week—the third number represents laboratory hours per week.

Please note:
To change the credit hours, lecture hours, or lab hours per week for a course, please use the Curriculum Change Form located in the “Forms” section of this handbook.
Grade Definitions

BYU-Idaho has and will continue to support faculty in their role to assess student progress and award grades. In an effort to promote fairness and consistency between sections of the same course and across the entire curriculum of the University, the following definitions are recommended.

Students and teachers should cooperate in applying the principles of the BYU-Idaho Learning Model (the "Learning Model") to achieve the stated outcomes of each course. A student’s efforts in applying the Learning Model should be considered in grading as noted below.

Grade Definitions:

A – Represents outstanding understanding, application, and integration of subject material and extensive evidence of original thinking, skillful use of concepts, and ability to analyze and solve complex problems. Demonstrates diligent application of Learning Model principles, including initiative in serving other students.

B – Represents considerable/significant understanding, application, and incorporation of the material which would prepare a student to be successful in next level courses, graduate school, or employment. The student participates in the Learning Model as applied in the course.

C – Represents sufficient understanding of subject matter. The student demonstrates minimal initiative to be prepared for class. Sequenced courses could be attempted, but mastering new materials might prove challenging. The student participates only marginally in the Learning Model.

D – Represents poor performance and initiative to learn and understand and apply course materials. Retaking a course or remediation may be necessary to prepare for additional instruction in this subject matter.

F – Represents failure in the course.

Students should be told what the expectations are for the course in the syllabus at the beginning of each course. It should be clear what is required to achieve the grade they desire. The composition of students in any course varies from semester to semester. With that variety, it is impossible to predict grading distributions in specific courses during specific semesters. It is possible over extended periods of time and with a large number of students taught, to have students grades distributed in a fair and consistent manner with other faculty in the discipline.

A forced curve is not recommended.

Minimum Grade Recommendations:

For majors and minor courses a letter grade of C- is required as a minimum grade.

(Approved April 1, 2008)
Prerequisites

- In listing prerequisites for courses, only the immediate prerequisite should be specified (not the whole list of courses that feed on into one another).
- There are to be no “hidden” prerequisites in listing program requirements. If a course has a prerequisite(s) they automatically become part of the program requirements and the hours are added to the total hours for the program. (An exception to this would be a list of elective courses students may choose among as part of a specialization/option/track within their major program.)
- If there are prerequisite courses that may be waived due to the student's previous experience (e.g., Span 101, 102, 201 are waived if a student has had previous language experience or been on a mission to a Spanish-speaking area) they must still be listed as part of the program requirements and the hours must be added into the total program hours. However, there can be a statement indicating that the prerequisites can be waived.

Requisite Definitions

- A pre-requisite is a class the student must take prior to the course in question.
- A concurrent requisite is a class you are required to take during the same semester as the course in question.
- A co-requisite is a class that the student can take prior to OR concurrently with the class in question.

Please note:
To make changes to prerequisites for a course, email the COA with the changes and in which catalog year the changes should take effect.
Course Descriptions

Course descriptions should be succinct. Use them to explain what the student can expect to learn in the course:

- Course description should be short.
- Use “active” voice.
- Delete articles wherever possible.
- Limit adverbs and adjectives.
- Use parallel structure.
- Don’t repeat information contained in the course title.
- Capitalize only proper nouns.
- Avoid unnecessary introductory phrases (e.g., A course in…; A study of…; etc.). It is self evident that this is a course and will be a study of…
- Avoid phrases where a single word will do (e.g., with special emphasis = emphasizing; application of the = applying; relevant to the study of = relating to; etc.
- Avoid the phrase “the student”.
- Avoid Latinisms (e.g., utilization = use; introductory or fundamental = basic; etc.).
- Avoid “special jargon” unique to the discipline as much as possible. Remember that those outside your field of study may need to know what this course is – not just those trained in the field.

Course descriptions submitted for a course will be edited to make sure there is consistency in the voice and structure throughout the catalog.

Please note:
Department Office Assistants are allowed to edit course descriptions during the Fall semester.
Course Fees

To request a new fee, delete an existing fee, or make changes to an existing fee, please use the Fee Request Form located in the “Forms” section of this handbook.
Internship Policy
Definitions

Catalog: An annual university bulletin which formally communicates the nature of the academic programs of Brigham Young University-Idaho. Includes faculty, degree programs, courses, and facilities.

Clusters: A group of courses, generally 12 credits (up to 15), designed for student preparation in a specific subject area as an element of a major, or as an element of an interdisciplinary studies degree.

Concentrations: A group of courses, 30-36 credits, allowing focused learning development in a primary subject area; a concentration is the primary element of an interdisciplinary degree.

Course: A learning sequence which has been formally approved by the university and is designated by a specific subject name (5 digit acronym), number, credit hours designation, and an accompanying course description. Occasionally there are also accompanying prerequisites, special notes, and future course available information.

Credit: Value of learning attainment awarded by the university to students (upon the recommendation of the departments) and designated in semester unites in general relation to the effort required by the average student to achieve a given learning attainment.

Emphasis: A grouping of courses through which students specialize in a unique career pathway.

Majors: A group of courses (credits vary by major type- integrated or specialized) allowing the greatest focus and depth of skill development in a primary subject area; majors are the “identifying” label of a student’s studies.

Minors: A group of courses, 20-24 credits, designed to encourage focused learning in a subject area complementary to an integrated standard degree, or as an element of an interdisciplinary studies degree. Minors must include upper division credit.

Modules: A group of courses, generally 12 credits (up to 15), that are building-block elements for majors, minors, and concentrations.
Acronym Index

AAVPC – Associate Academic Vice President for Curriculum
COA – Curriculum Office Assistant
LEP – Limited Enrollment Program
UCC – University Curriculum Council