

CURRICULUM HANDBOOK

Developed by the Provost Curriculum Task Force, Summer 2022

Last Update, Summer 2025.

Welcome to curriculum at UNC. Periodic review and revision of your unit's curriculum is necessary to keep our Academic Portfolio current and relevant. The curriculum development process involves multiple offices on campus, and the quality and integrity of our courses and programs directly impacts faculty and student success. This handbook is designed to serve as a central hub connecting all policies, practices, and tools related to curriculum at UNC and link you as quickly as possible to the resources you need to accomplish your curriculum goals.

- If you are new to curriculum, we recommend working through all areas of this guide in the order presented.
- For those with more experience, we hope the hyperlinked navigation table on p. 2 of this guide will enable you to jump directly to the most relevant area.

The key to successful curriculum updates is to have conversations outside the workflow so that approvers will have context when your proposal reaches their stage in the workflow, and so you know what information and documentation will need to be included with your submission.

NAVIGATION TABLE
<i>UNDERSTANDING THE CURRICULUM PROCESS</i>
<ul style="list-style-type: none">• University Regulations and Policies<ul style="list-style-type: none">○ Academic Affairs Roles and Responsibilities○ Office of the Registrar Roles and Responsibilities○ Resource Considerations• When Curriculum Updates are Needed• Basic Steps in the process• Change Types<ul style="list-style-type: none">○ "Minor" Curriculum Changes○ "Major" Curriculum Changes○ Variable Title Changes○ Narrative Changes
<i>ADDITIONAL POLICY & PROCESS INFORMATION</i>
<ul style="list-style-type: none">• Deadlines and Timing Considerations• Extended Campus Considerations• HLC Expectations & Requirements• LAC, PEC, and Graduate Curriculum• Board of Trustees & CDHE Notification• Using Watermark's Curriculum Strategy Tool
<i>INFORMATION SPECIFIC TO COURSES</i>
<ul style="list-style-type: none">• Course Types and Key Attributes• Syllabus (Course Outline) Requirements• Proposing New Courses• Revising Existing Courses• Adding New Subtitles to Variable Title Courses

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<ul style="list-style-type: none">• Deactivating Existing Courses
INFORMATION SPECIFIC TO PROGRAMS
<ul style="list-style-type: none">• Program Types and Definitions• Academic Program Proposal Template• Proposing New Programs• Revising Existing Programs• Pausing/Reactivating Admissions to Existing Programs• Permanently Deactivating Programs

INFORMATION SPECIFIC TO PROGRAMS

UNIVERSITY REGULATIONS, POLICIES AND PRACTICES

UNC's formal curriculum process is governed by [University Regulations](#) Article 3, Part 5 (3-3-501), with supporting information provided in various areas of [the Board of Trustee Policies Manual](#) (see especially 1-1-304, 2-3-107, 2-3-402, 2-3-501). Faculty and administrators should familiarize themselves with those documents and check regularly for updates to ensure they are working with the most current information; the date of the most recent update is included on the cover page, and the Appendix provides the dates of all revisions for each section. Key subsections of Board Policy and University Regulations are also highlighted throughout this guide.

KEY ROLES AND RESPONSIBILITIES

The Office of the Provost coordinates the Catalog and Curriculum Approval Process in collaboration with deans and faculty and with technical support from the Registrar's Office.

- ⇒ [ACADEMIC AFFAIRS](#) oversees curriculum development and revision in partnership with faculty and academic leaders. Faculty define the intellectual direction of the curriculum, and administrators ensure its quality, viability, and alignment with institutional and external standards. Together, they sustain an academic portfolio that is coherent, collaborative, and positioned for excellence.
- The Office of the Provost is responsible for overseeing the academic approval process and establishing practices consistent with University Regulations and external stakeholder requirements.
 - For guidance in navigating the curriculum process or advice and support specific to undergraduate curriculum, contact the Vice Provost for Enrollment Services & Dean of Undergraduate Studies (stephani.etheridge-woodson@unco.edu).
 - For advice and support regarding graduate curriculum, contact the Graduate School Associate Dean (cindy.wesley@unco.edu or grad.school@unco.edu).
 - Individual colleges, academic units and governance groups may develop additional guidance or requirements specific to their roles in the university process: for example, a college or unit might choose to adopt a common syllabus template for all course submissions or a form for documenting impacts on faculty workloads or other resources, and the Liberal Arts Council establishes criteria for courses seeking inclusion in the LAC. These documents must include and be consistent with university-wide requirements and expectations.
 - For questions about unit and college level practices and expectations, contact your academic unit leader or dean.
 - The role of external stakeholders and internal [governance](#) groups is highlighted throughout this handbook.
- ⇒ The [OFFICE OF THE REGISTRAR](#) is responsible for keeping UNC's catalogs and related systems and offices updated as well as housing documentation of required approvals for all curriculum and catalog changes. They also manage [the Watermark Curriculum Strategy workflow](#) (aka

Smart Catalog or "the workflow"), which is tied to our online catalog and serves as the official archive of all formally requested curriculum changes and documentation.

- More detailed information and guidance about accessing and using the workflow, including answers to questions about coding and other technical aspects of curriculum submission, are available on the "Submitting Catalog Changes" area of the Office of the Registrar website as well as in the section of this handbook devoted to [the Watermark Curriculum Strategy tool](#).
- For assistance in navigating the Curriculum Strategy/Catalog Workflow or advice in answering technical questions on specific forms, contact catalog.help@unco.edu.
- The Office of the Registrar also provides [a Curriculum Strategy Quick Reference Guide](#)

EVALUATIVE CONSIDERATIONS

The metrics used during Academic Program Review are also used by deans and the Office of the Provost to assess quality, viability, and resource impact during the curriculum approval process. These data are supported by Power BI dashboards.

While no single metric is decisive, and qualitative factors may also apply, it is important to be as specific as possible about the following:

- **Likely demand:** Include evidence of student and employer demand, based on regional or national enrollment trends in similar majors and employment projections in related fields. The Academic Overview dashboard provides information on current enrollment trends within your courses and programs.
- **Labor market outlook and employability:** Describe how the proposed program or curricular change aligns with current and projected labor market needs. Identify specific career pathways and skill sets the curriculum supports, referencing national and state workforce data (e.g., BLS or state labor department sources). Discuss how the program prepares students for meaningful employment and lifelong learning, and note any partnerships with employers, professional associations, or advisory boards that inform its design.
- **Impact on unit productivity:** Describe how proposed curriculum changes may affect student credit hour (SCH) production within your unit, both overall and per instructional FTE. The Academic Overview dashboard includes SCH trends for both courses and programs currently offered by your unit. Deans and Department leads must sign off on all implementation plans.
- **Efficiency and sustainability of delivery:** Consider whether the program can be delivered efficiently within existing resources or if it will require additional instructional investment. Assess the implications for faculty workload, course rotations, and seat availability to ensure timely degree completion. The Academic Budgeting app provides current cost and workload data to support this analysis.
- **Contribution to student success:** Explain how the program supports student persistence, retention, and degree completion (typically measured by year-to-year retention and 4- and 6-year graduation rates). Distinguish between the number of students enrolled and the number of degrees or certificates conferred. Strong programs are intentionally designed to serve transfer students and reflect the diversity of our

student population. The Academic Overview dashboard includes completion and demographic trend data to inform this discussion.

- **Distinctiveness and competition:** Identify key internal and external comparators and competitors. Describe how the proposed curriculum complements or differentiates from existing UNC programs and avoids unnecessary duplication. Where relevant, provide examples of comparable programs at peer or aspirational institutions to demonstrate alignment with national standards and opportunities for distinction within the academic portfolio.

Note: Other considerations may be relevant to specific course or program types. Units should include such factors in their rationale and/or impact statements when submitting materials through the curriculum workflow.

WHEN CURRICULUM UPDATES ARE NEEDED

Curriculum change forms must be submitted and fully approved via [the Watermark Curriculum Strategy tool](#) (a.k.a. SmartCatalog or 'the workflow') to accomplish any of the following goals.

The symbol “-->” indicates the specific form needed to secure required approvals.

The Office of the Registrar significantly increased their technical support in 2024. Please see this [Curriculum Strategy Quick Reference Guide](#) for an overview of steps that are necessary for the most common types of curriculum updates. If an update you plan to make is not on the guide, reach out to catalog.help@unco.edu for technical guidance and your college dean for content guidance (deans will work with the Provost's office as needed).

Important note regarding new delivery locations! If you would like to offer a *program* at a location *where UNC has not previously operated* please *contact the Provost Office* as soon as possible. Opening a brand-new location requires an extensive approval process with HLC (often 6 months or more).

BASIC STEPS IN THE CURRICULUM CHANGE PROCESS

1. **Pre workflow considerations:** faculty are strongly encouraged to discuss ideas for course or program changes with colleagues in their academic unit; for any new program or concentration, the unit leader should discuss with their college dean, and the dean should discuss with the deans of the other colleges and the Vice Provost for Enrollment Services as needed to ensure all considerations regarding duplication of effort and resource availability that are necessary to secure formal approval are being addressed.
 - For curriculum delivered through [Extended Campus](#), the college dean or unit leader should consult with EC staff as needed to ensure all questions about resource impacts are appropriately addressed of the proposed change. These must be documented in the curriculum workflow form or template.
 - For curriculum requiring [HLC](#) screening/notification or approval, you can expedite the approval process by contacting the HLC Liaison (Kim.Black@unco.edu) early in the process to ensure you include any documentation that will be required during step 2 (the formal curriculum proposal submission in the workflow). If your proposal is not

time sensitive, Academic Affairs curriculum staff will reach out to gather any information required for HLC screening.

- For new or substantially revised LAC courses, consult with the appropriate [LAC Curriculum Category Committee Chair](#) to ensure you understand the steps and other documentation required to secure formal [Liberal Arts Council approval](#) in the workflow.
- For educator licensure curriculum, consult with the [PEC](#) to make sure you understand the requirements for secure formal approval by that committee in the workflow.
- For graduate level programs, consult with the Dean of the Graduate School to ensure they will support the proposed change if formally submitted in the workflow.
- For interdisciplinary programs, or situations in which (i) *two or more units* within a college or (ii) units housed within *two or more colleges* cannot agree on which unit should officially house and sponsor the program, contact the [Dean of the Graduate School](#) or Vice Provost for Enrollment Services to develop a program coordination plan.
- **Note:** Pre-workflow discussions are especially important in the development of new programs. For this reason, units are now required to develop and submit an [Academic Program Proposal Template](#). The College Dean must submit templates to the Vice Provost for Enrollment Services/Dean of Undergraduate Studies (and Dean of the Graduate school for graduate level programs). If preapproved at the Provost Level, the catalog/curriculum team in the Office of the Registrar will draft a new program form and launch it to you in the workflow.

2. **Formal Submission via the Curriculum Strategy/Catalog Workflow:** Once informal support to pursue proposed changes among relevant stakeholders has been achieved, the proposed change should be submitted to the Curriculum Strategy/Catalog Workflow.

- See the flowchart at the start of this document for the formal approval steps that will be required and visit the [navigation table](#) of this guide to find additional information related to specific change you are submitting.
- Contact the Office of the Registrar for assistance with coding and other technical issues and the appropriate Academic Affairs level for assistance with substantive questions about curriculum content or resource availability.
- Submitters and/or academic unit leaders are encouraged to monitor the progress of the proposal through the approval steps in the workflow.
- Concerns raised by any level (including other units who will experience an academic impact from the change) must be addressed by approvers at subsequent stages. However, external units do not have automatic veto power.
- All required documentation (including HLC notification/screening/approval, Extended Campus support, etc.) must be attached before a change can be approved at the provost step.

3. **Post-Workflow Archiving and Implementation Steps:** For changes approved through all required levels in the workflow that do *not* require additional steps, the Office of the Registrar will work with the Banner team and other units in the enrollment

management division (e.g., Admissions, Financial Aid, the Bursar) to update the catalog and implement the proposed change in the soonest available catalog year.

- The form stays at the final registrar's step while the change is being implemented.
- The form is moved to the workflow archives once implementation is complete.

Note: Where necessary, the Vice Provost will manage any additional steps (e.g., Board of Trustees notification/approval, CDHE notification, external accreditor approval, etc.), add documentation to the workflow record, and work with the Office of the Registrar to fully implement the change *once all steps are complete*. To speed implementation, the Office of the Registrar will also begin making Banner updates and alert the enrollment management team with the likely implementation date, and the sponsoring unit may begin messaging that the program is "pending final approval" and "likely to be available" soon. However, the Office of the Registrar will *only* publish changes in the upcoming year catalog or spring addendum and notify other members of the enrollment management team to proceed with full implementation of the change when completion of all post workflow steps have been documented. Sponsoring units should be careful not to message that the program is available to students until the catalog publication date has been finalized and the program is in fact listed on the CDHE website.

Following the three steps above, even for relatively small changes, *significantly* decreases the likelihood that you will spend time preparing a curriculum change form only to have it denied.

- If a curriculum change *is* denied, it will be permanently archived with that status.
- A curriculum change form may also be returned to you with questions or comments that need to be answered to receive approval. After making revisions you can send the form forward through the approval queue. If you decide not to make revisions, you can also request that the Office of the Registrar move the form to the archive.

CHANGE TYPES

[University Regulations](#) define two main types of curriculum changes [3-3-501(2)]. The change type being requested affects the approval queue and hence the amount of lead time necessary to submit the proposed curriculum prior to your desired implementation date. See [Deadline and Timing Considerations](#) for additional details.

○ "SIGNIFICANT" CURRICULUM CHANGES

Significant changes impact students and/or other academic units. Most curriculum proposals count as significant changes and must go through the full approval queue. Significant changes may go into effect in either:

- Fall (if they involve existing programs and/or courses), or
- Fall or Spring (if they involve entirely *new* programs and courses only).

For Fall implementation, curriculum must reach the registrar's implementation queue in time for publication in the academic year catalog, and for Spring implementation, curriculum must reach the registrar's implementation queue in time for publication in the

official Spring Addendum. Specific deadlines are posted on the [catalog/curriculum](#) area of the Office of the Registrar website each year.

○ **CHANGES THAT ARE NOT SIGNIFICANT**

1. VARIABLE TITLE CHANGES

Variable title changes refer to the process by which specific subtitles for existing (previously approved) variable title courses are approved. Variable title changes only require approval by the college dean, and college deans may specify their own process for evaluating proposed subtitles, but because these subtitles are added to the Banner System the approval process is documented through the workflow. Since specific subtitles are not published in the catalog, they may be submitted anytime and will be added to banner as soon as they are approved. New subtitles must be available in the Banner System to appear on the course schedule. Additional details about completing variable title changes are provided in the "Course Level Changes" section of this handbook.

- **Remember:** a variable title course must exist before a specific subtitle can be requested using the variable title change form. To create a variable title course, see the section on [proposing a new course](#).

2. NARRATIVE CHANGES: The Curriculum Strategy/Catalog Workflow is also used to make changes to all other areas of the catalog, e.g., sections describing academic policies and the roles of colleges, academic units, and offices at UNC, as well as an updated faculty list.

- These are submitted using a narrative change form within the workflow. There is a help sheet attached to each form.

- Use the [New Narrative](#) Form to create a new descriptive page in the catalog.
- Use the [Modify Narrative](#) Form to update an existing page in the catalog.
- Use the [Delete Narrative](#) Form to remove a descriptive page in the catalog.
- Use the [Faculty Form](#) to update your faculty listing at the back of the catalog.

Narrative changes do not require approval, though the Office of the Registrar may reach out to other interested parties if there is a question about who "owns" a particular page. The Registrar may also make small edits or request larger edits where needed for consistency across all pages.

- The deadline for the print version of the academic year catalog is early March of each year. Changes that do not affect academic or curriculum policies can be included in the online version of the catalog throughout the year.

DEADLINES AND TIMING CONSIDERATIONS

Curriculum development is an ongoing process and faculty are encouraged to submit curriculum change forms in the workflow as soon as they are ready. ***Approved curriculum must be published in the official university catalog for full implementation.*** Because implementation of curriculum changes requires coordination across many divisions and offices within the university, formal approval through all required steps in the Curriculum

Strategy/Catalog Workflow must be secured well in advance of the term in which a unit desires to implement the change.

- Revisions to existing courses and programs (including deactivations) and proposed course additions to the Liberal Arts Curriculum, can only go into effect at the start of the next available catalog year (i.e., Fall) and hence must be approved in time for publication of the full academic year catalog.
- Entirely new programs, including the new courses that are part of those programs, can go into effect in the Spring term *if they are approved in time for publication in the Spring Addendum*.

The Office of the Registrar sets deadlines for upcoming year catalog publication and publishes them on the [Catalog Deadlines](#) area of their website. For convenience, the Office of the Registrar also publishes deadlines associated with other university wide approving bodies (e.g., the LAC, PEC, and Board of Trustees). *Note that these are deadlines by which programs must reach a specific stage in the approval queue in order to be considered for the upcoming catalog (submission by the deadline does not guarantee approval)* -- please read the deadline information carefully and reach out to the relevant approver if you have questions.

To account for processing time through college curriculum committees and other required stages, units should plan to submit forms in the workflow by

- **early fall** of the previous year, for curriculum to appear in the next Academic Year (Fall/Spring) catalog.
- **late spring/early summer** of the previous year, for curriculum to appear in a Spring Addendum (new programs and courses only).

Units should consult with their dean's office to determine the dates by which change forms must reach the college curriculum committee stage of the workflow to stay on track for publication in the desired catalog year or spring addendum.

EXTENDED CAMPUS CONSIDERATIONS

Extended Campus operates programs for non-traditional audiences seeking non-standard modalities (e.g., evening courses and courses over compressed timeframes). Most EC programs are cash-funded, and/or delivered off-site (e.g., Lowry and Centerra campuses). This includes fully online programs designed to be accessible to students outside of Colorado (as well as in-state residents), and many non-credit bearing, professional development courses and programs.

- EC Management includes marketing, recruitment and admissions, program coordination, scheduling, and budget analysis/support.
- Academic units and colleges are responsible for the design and delivery of the curriculum, including allocation of instructional resources and ensuring adjuncts have appropriate qualifications.

Credit bearing courses and programs delivered through Extended Campus are *UNC* curricula and subject to all the regulations, policies, and practices in the UNC curriculum process, including deadlines for publication in the UNC catalog. Like main campus courses and programs, they are subject to HLC accreditation, Board of Trustees notification, and CDHE notification and must be published in the official UNC catalog *prior* to full implementation. In addition, the Executive Director of Extended Campus must work jointly with the college dean and the Office of the Provost to determine whether sufficient resources are available to offer the proposed curriculum. Academic units/college deans should reach out to Extended Campus during the informal phase of the planning process regarding any Extended Campus proposals (including proposals to move curriculum from Main Campus to Extended Campus, or vice versa).

Although the Curriculum Strategy/Catalog Workflow does not include a specific step for Extended Campus approval, appropriate documentation indicating support from Extended Campus must be attached to the relevant form before any proposal with Extended Campus impact can be approved by college deans and the Office of the Provost. This is true for program revisions as well as new programs.

HLC EXPECTATIONS & REQUIREMENTS

UNC is required to *notify* the HLC of most program level curriculum changes, and some changes require prior HLC *approval*. Regardless of whether notification or prior approval is required, we initiate the process with the HLC by submitting a screening form.

- HLC screening is automatically triggered by submitting an [Academic Program Proposal Template](#), and you may also reach out directly to our HLC Accreditation Liaison Officer (Kim.Black@unco.edu) if you are not using the template but want to check whether your proposal will need to be screened. Here is an overview:

HLC REQUIREMENTS FOR NEW DEGREE PROGRAMS (UG/GR)		
	HLC Requirement	Explanation
New UG/GR Degree Programs and Certificates (not minors)	Notification	Notification is typically all that is needed when programs: <ul style="list-style-type: none"> • will be offered at baccalaureate, masters, specialist, doctoral, and/or certificates). • share the same 4-digit CIP codes as existing degrees or certificates.
	Prior Approval (adds 3-9 months to approval process)	Always required for new certificates May be required for <ul style="list-style-type: none"> • programs with new CIP codes/offered at new instructional levels. • will require hiring new faculty or a large outlay of funds to launch.
	Review	Required for programs involving contractual agreements with non-accredited external entities to outsource 25% or more of program delivery.
Changes to Existing Degree or	Notification	Required for <ul style="list-style-type: none"> • aggregate change of 25% or more to the content of a program since its most recent HLC accreditation review. Two time periods: Years 1-4 of 10-year cycle and years 5-10.

Certificate Programs (not minors)		<ul style="list-style-type: none"> changing the mode of delivery from 100% online to in person, or from in person to 100% online.
	Prior Approval	<p>Always required for</p> <ul style="list-style-type: none"> increasing or decreasing the total number of credit hours by 25% or more since the most recent HLC accreditation review. Note: This refers to the total credit hours and likely will not apply to undergraduate degrees (which must be 120 credit hours). However, it may apply to undergraduate certificates and all graduate program types. <p>May be required for</p> <ul style="list-style-type: none"> adding a new concentration that is a "significant departure" from the original program (e.g., requires new expertise, accreditation, etc.). creating customized pathways or modified courses (e.g., to accommodate prior learning and close competency gaps between demonstrated prior learning and the standard program requirements).
Pausing Admissions to Existing Programs	Notification	<p>HLC Notification required for any pause in admission for more than one <i>semester</i>, <i>including</i> summer for 12-month programs.</p> <ul style="list-style-type: none"> pause in admission for more than one term <i>with plans to resume admission</i>. pause in admission while <i>winding down a program that will close when currently enrolled students have completed</i>.
Program Closure	Notification	Required for closure of a program that does not have any currently enrolled students (e.g., after an admissions pause was approved as above).
	Prior Approval	<p>Required for closure of a program with currently enrolled students UNC will not be able to teach out.</p> <p>Note: <i>This requires us to develop a teach out agreement with a receiving institution prepared to accept transfer students from UNC.</i></p>
Program Relocation	Notification	Required for moving a program that does not have any currently enrolled students at the site.
	Prior Approval	<p>Required for moving a program with currently enrolled students from an existing site or for delivering a program at a new site.</p> <p>Notes:</p> <ol style="list-style-type: none"> <i>a teach out plan is typically required to allow current students to complete their program at an original site.</i> <i>To open a brand-new location requires an extensive approval process separate from the curriculum process. Contact the Office of the Provost for details.</i>

Please note: HLC compliance is a responsibility of the Office of the Provost, and curriculum changes -- including admissions pauses -- will not be approved at the provost step without documentation that HLC steps have been completed. Please reach out to the Vice Provost

and/or HLC Accreditation Liaison whenever you are making major program level changes so we can help you navigate this step as swiftly as possible.

SPECIAL APPROVALS: LAC COURSES, EDUCATION LICENSURE & GRADUATE CURRICULUM

Special approval steps, if applicable, occur after the college dean step and prior to the provost step in the workflow.

3. **LAC:** Courses proposed for inclusion in the Liberal Arts Curriculum -- UNC's general education program aligned with CDHE requirements for all public institutions in Colorado -- must be approved by the Liberal Arts Council. This step occurs *after* the College Dean step (and only if the Dean approves the course) and *before* the course goes to the provost step.
4. Information about the requirements for LAC inclusion is found on the [Curriculum Approvals Process](#) area of the LAC website. *It is essential that you adhere to all LAC syllabus standards to secure approval.*
5. **Note:** If a new course is rejected by the Council for LAC inclusion, it may still be used to fulfill other undergraduate requirements. The sponsoring unit will be given the opportunity to decide whether they would like to revise and resubmit to the LAC stage, or whether they wish to proceed through the approval queue to add the course to their unit curriculum *without* LAC status.
6. **EDUCATION LICENSURE** courses and programs require approval by the Professional Education Council (PEC) *and* the Dean of the College of Education and Behavioral Sciences.
 - The PEC website includes specific [course syllabus requirements](#). Additionally, PEC requires submission of a [CDE education preparation standards matrix](#) for the licensure area with all proposed curriculum changes.
 - If the PEC approves a proposed curricular change, the Dean of the College of Education and Behavioral Sciences must *also* approve the change for the proposal to proceed to the provost step. In particular, the EBS dean may reject a proposed change based on resource considerations, inconsistency with statewide transfer agreements, or lack of compliance with external stakeholders.
 - If the PEC rejects a proposed change, the EBS Dean may *either* approve or reject the proposed curriculum. The proposal only proceeds to the provost step if the EBS Dean approves the change.

Note: Approved educator licensure programs must also be reviewed and approved by the Colorado Department of Higher Education (CDHE) and demonstrate fulfillment of the Colorado Department of Education (CDE) educator preparation standards. The CDE review step is jointly managed by the Office of the Provost and the College of Education and Behavioral Sciences.

- For new programs fully approved through all steps at UNC, CDE approval must be secured prior to full implementation. The Office of the Provost will work with the EBS Dean to coordinate CDE approval alongside [Board of Trustees approval](#) so the program can be implemented as quickly as possible. The CDHE is automatically notified when the CDE approves a new program.

- All approved teacher preparation programs are reviewed for reauthorization on a 5-year cycle. The CDE may require program revisions, including the creation of new courses or revision of existing courses in a program, as part of its reauthorization process. If this occurs, the revisions must be completed promptly by the sponsoring unit and forms must be fully approved through the workflow in time to meet the CDE reauthorization deadline or admissions to the program will be paused.
- [GRADUATE CURRICULUM](#) submissions that constitute significant changes must be approved by the Dean of the Graduate School. Units planning to submit [new programs](#) must use the [Academic Program Proposal Template](#) to request access to a new program form (see the New Program proposal process for details). Units developing new programs or making substantial revisions to graduate level courses and programs are strongly encouraged to consult with the Dean of the Graduate School informally prior to submitting a request in the workflow to ensure they understand what information and documentation may be required to secure approval.

BOARD OF TRUSTEES AND CDHE APPROVAL/NOTIFICATION

The Board of Trustees (BoT) is *notified* of all changes to UNC's academic portfolio, including the addition and deletion of academic minors, the addition and deletion of concentration within graduate and undergraduate degrees, and the deactivation of existing certificates and degree programs.

The Board of Trustees must *formally approve* all new academic credentials:

- undergraduate and graduate degrees
- undergraduate and graduate certificate programs.

This step is managed by the Office of the Provost *after* proposed programs have been fully approved through the Curriculum Strategy/Catalog Workflow. Although the Office of the Registrar may begin coding work and notify Admissions and Financial Aid, *new degrees and certificates will not appear in the online or print catalog and students may not be actively recruited until Board of Trustees (and if necessary, CDE/CDHE steps below) have been completed.* New concentration pathways within existing degrees do not require approval by the BoT.

The CDHE must also be *notified* of any new credentials approved by the Board of Trustees. Unless CDHE officials challenge the appropriateness of a new program to UNC's statutory mission, any BoT approved program will be entered in SURDS ¹ and posted publicly on the state website. The CDHE is also notified of all program deactivations and the program is removed from SURDS and the state website. Academic minors and concentration pathways within

¹ SURDS is the web-based data collection for institutions of higher education to submit student level data to the Department of Higher Education

degrees are not reported to or monitored by the CDE or CDHE and do not appear on the state website (for reporting purposes, all concentrations roll up to the appropriate degree).

The BoT and CDHE steps are managed by the Vice Provost/Dean of Undergraduate Studies *after* programs have been fully approved through the Curriculum Strategy/Catalog Workflow. Although the Office of the Registrar may begin coding work and alert Admissions and Financial Aid, *new programs will not appear in the online or print catalog and students may not be actively recruited or admitted to the program until the CDHE step is complete.* The Vice Provost will document this step in the workflow and notify the relevant academic units and the Office of the Registrar; the registrar will then publish the program in the next available catalog and notify the other enrollment management units (e.g., Admissions, Financial Aid, and the Bursar) that the program can be marketed, and students can enroll in the program and receive financial aid.

Note: Faculty and staff should message cautiously to students until they receive word that the program has been posted on the CDHE website and fully implemented in enrollment management.

USING THE WATERMARK CURRICULUM STRATEGY TOOL

All faculty (and staff members) with first.last@unco.edu account have user access to the Curriculum Strategy/Catalog Workflow, which utilizes single sign-on. To access the tool, you may

- log in to URSA, and then click on the "Curriculum Strategy" link in the Employee tools area. You will be automatically logged in. Or,
- go directly to <https://unco.smartcatalogiq.com/home>, and then enter your UNC email and password under the "login" button in the upper right-hand corner.

Note: If you experience difficulties with the single sign-on process through, please contact catalog.help@unco.edu.

The Office of the Registrar curates a set of [Curriculum Strategy/Catalog Workflow Help Sheets](#) regarding how to navigate the tool, and how to answer all the technical questions you will be asked when completing the specific submission forms found inside the tool. First time users are encouraged to review the help sheet titled [Curriculum Workflow Basics](#), and all users are encouraged to consult the help sheet for the specific form they will need to use during their pre-workflow conversations and decision-making about any curriculum changes they plan to submit. Note that links to additional help sheets are also provided within each of the forms within the workflow tool, providing you with just-in-time time decision support for answering technical questions (e.g., finding department codes, selecting an available course number). *If the Watermark interface seems like an obstacle, please reach out to the Vice Provost and/or the Curriculum Liaison Specialist in the Office of the Registrar. It is often faster to develop your proposal content offline even if you are an experienced user.*

- *The Vice Provost is available to provide feedback on informal/offline content to make sure you have everything you will need to cut/paste and or attach in the workflow.*

- *The Catalog/Curriculum Team can assist you with any navigation steps or technical questions. They also offer training for faculty/staff upon request.*

All of the technical information you need to complete a new course, revised course, or deactivate course form can be found on the [Course Form Field Definitions](#) guide prepared by the Office of the Registrar; links to even more specific guidance are also provided within each workflow form where needed. This section provides supplementary guidance designed to help you make substantive decisions about the information you need to provide to approvers.

COURSE TYPES AND OTHER KEY ATTRIBUTES

- When thinking about **Course Numbers**, the following points should be kept in mind:
 - The 'hundreds' designate the student level at which the course is designed to be delivered: 100-200 level courses should be designed primarily for first year undergraduates and sophomores, and 300-400 level courses should be designed for junior and senior level undergraduates. 500-700 level courses are reserved for graduate students.
 - The Office of the Registrar maintains a list of [designated numbers and definitions](#) reserved for specific course types. Academic Units determine the 100 level numbers as appropriate to the student level. The designated 10s and 1s indicated on that form must be used for those specific course types unless they are unavailable and should not be used for courses that do not have that type. The Office of the Registrar will assist with any questions about course numbers.
 - Any course number used in the past ten years is not available for reuse.
- Two important course types to consider are *variable title* and *experimental* courses:
 - i. A **variable title** course typically carries a title like “Special Topics in ...” and allows units to add more variety to their curricular content without increasing the total number of courses they offer (this can help you to manage instructional resource capacity in your unit). Each approved variable title course may have several approved subtitles, and students may repeat the course for credit under different subtitles even though all subtitles will carry the same course number.
 - A [New Course Form](#) must be submitted to add a variable title course to the unit's approved curriculum and must work through the full approval queue.
 - A [Variable Title Form](#) must be submitted to secure approval of a specific subtitle to be offered under an existing variable title course number.

Note that graduate level variable title courses are reviewed every two years to ensure that all subsequently approved subtitles remain consistent with the syllabus of record for the variable title Course.
 - ii. An **experimental course** may be used to offer a course on a temporary basis rather than adding it permanently to the catalog. For example, the unit might want to test the demand or difficulty level of a course they plan to add to their major, or a visiting professor might be available to teach a highly specialized course outside the expertise of the regular faculty. In practice, experimental courses work much like variable title: a

specific title is added under the experimental course number (always #98, with the # set according to the course level). Experimental course titles are available for a maximum of one year. Experimental course titles *do not appear in the catalog* (only on the course schedule in the term they are offered); titles are recorded in Banner and on transcripts.

- To add an experimental course to the schedule, the unit leader must secure approval from the Dean, and email catalog.help@unco.edu with the course details (hundreds level for course number, title and description, credit hours, any pre-or co-requisites, etc.).
 - If you decide to make the course a permanent offering in the catalog and include it in programs offered by your unit, a New Course Form must be submitted and is subject to the full approval process and catalog publication deadlines.
- The **Course Description** is the official text that will appear in the catalog once approved. Please edit carefully.
 - The **schedule type** and credit hours dictate the required **contact hours** that must be fulfilled by all future sections of the course:
 1. The contact hour ratio designates the number of hours that the instructor meets with the students each week. For example, a lecture course has a 1:1 contact to credit hour ratio. This means a 3-credit lecture course meets for 3 class hours per week (e.g., either M/W/F for 50 minutes or T/R for 75 minutes). (**Note:** A “class hour” is defined as 50 minutes.)
 2. All classes are expected to require approximately 3 hours of *total* work time per credit hour per week regardless of the contact hour ratio. Hence, a course with a *higher* contact hour ratio should require *less* out of class work since more time is spent in the classroom. This should be reflected on the syllabus uploaded for the course. For example, since a 3-credit lecture course includes 3 hours of in-class meeting time each week, it should be designed to require roughly 6 hours of out-of-class study and assignment preparation time by students each week.

Depending on the goals for the course, academic units may want to consider restricting enrollment to specific groups of students (e.g., by requiring students to take pre-or co-requisites, or limiting the course to department majors and minors only). The Vice Provost and/or Curriculum Liaison Specialist in the Office of the Registrar are happy to provide you with guidance about these options.

The proposed **course rotation** is important to the development of four-year plans which are automated in the workflow. In general, a course should be offered at least once every two years. If you indicate a less frequent rotation, please provide an explanation in the rationale.

THE MODEL SYLLABUS REQUIREMENT

University regulations 3-3-501(2)(b)(l) now require a require a model syllabus to be included with every new and revised course form. *A model syllabus is used for course approval purposes only and is not a syllabus designed to be distributed to students..*

- At a **minimum**, every Model Syllabus must contain
 1. the prefix, number, title, catalog/course description, course goals and student learning objectives/outcomes for the course. These elements must appear on every teaching syllabus when the course is delivered
 2. Headers and instructor guidance regarding other required elements of all syllabi described in [Board Policy 2-3-401](#):
 - a) the general strategy, topics, subject matter, materials and tasks to be employed to meet those objectives/outcomes.
 - b) the evaluation criteria and weight to be applied to each assignment/activity in determining the final grade.
 - c) a list of tentative deadlines for accomplishment of assignments (which must be between the start and end dates of the course as listed on the published course schedule)
 - d) policies for determining final grades in the event that a university closure occurs during the class's final exam period.

It is up to individual units to decide how prescriptive they want to be for instructors with respect to these bulleted elements. For example, if your unit has adopted a single final exam closure policy for all courses, that policy should go on the Model Syllabus. However, if individual instructors are allowed to determine their own policy, the Model Syllabus should simply contain a header and note to that effect. Remember, the Model Syllabus is like a template for future instructors.

- In some cases, there may be additional requirements for your model syllabus:
 1. Academic units or colleges *may* choose to require additional elements on every model syllabus. Academic units may also require instructors to provide a fully fleshed out teaching syllabus for approval -- in that case, the teaching syllabus should be annotated with notes on where future instructors might change things (e.g., course materials, assignment types, etc.).
 2. When proposing a course for inclusion in the Liberal Arts Curriculum (LAC), or revising a course already included in the LAC, [the requirements set forth by the Liberal Arts Council](#) must be met.
 3. When proposing or revising a course associated with professional teacher preparation, any syllabus [requirements set forth by the PEC](#) must be met.
- For all courses, it is recommended that the Syllabus Toolkit, developed and maintained [by the Center for the Enhancement of Teaching & Learning \(CETL\)](#), be used to guide Course Syllabus development. Syllabi that are equity-minded in design promote student motivation and academic success.

Remember: the Model Syllabus included with the most recent new or revised course form serves as the syllabus of record for the course. All teaching syllabi used to deliver the course should be consistent with the syllabus of record. Hence, *the syllabus included with your course form should be carefully designed to indicate where instructors have flexibility to modify the*

grading policy, assignment types, course materials, etc. This is especially true of syllabi of record for variable title courses.

- **Note:** The HLC accreditation reaffirmation process, CDE (re)authorization process, and LAC assessment process all include review of teaching syllabi for consistency with the syllabus of record and approved course content. To fulfill these stakeholder expectations, it is important for units to submit revised course forms through the curriculum process whenever they wish to allow instructors to develop teaching syllabi that would conflict with the most recently approved syllabus of record.
- **Note:** Sample Model Syllabi are available on the Curriculum Page of the Provost Website.

PROPOSING NEW COURSES

Every new course proposal is a [significant change](#). Here are recommendations aligned with the [Basic Steps](#) for all curriculum proposals.

1. Pre-workflow decision-making

- Review the [New Course Creation Help sheet](#) to guide informal discussions about your plans.
- Discuss your rationale for the course and any ideas about internal impacts with your colleagues, unit leader and dean to make sure the proposed course will be supported at their levels. Review the information and guidance on [course types and attributes](#) so you are prepared to answer them in the workflow.
- Prepare a [model syllabus](#) in accordance with the guidelines above.
- Gather any other documentation you want or need to attach to the form, such as impact statements from other units who might incorporate the course in their own programs.

2. Completing the New Course Form

- Follow the links within the form if you need additional guidance to answer any technical questions.
- When completing the **rationale**, be sure to explain:
 1. Why the new course is needed, e.g., what unique contribution it will make to the academic portfolio at UNC.
 2. How the learning goals for the course align with the learning goals of specific programs (e.g., majors or minors housed in your unit, the LAC, etc.)
 3. The factors influencing *demand* for the course and how it supports *student success*.
Note: An important role of the dean and provost step approvers is to ensure the proposed course does not duplicate course(s) already offered by other units. If there is likely to be any question about this, it is important to explain your reasons for thinking the goals of the course *cannot* be fulfilled by other courses at UNC. Including impact statements from potentially affected colleges/units will help make sure your proposals make it through the workflow more quickly.
- When completing the **Internal Impact** area, it is essential to provide information about:

- expected enrollments in the course,
- how the course will affect teaching rotations in your unit, and
- more generally, how the course will affect the overall [productivity and efficiency](#) of your unit.

For example, how often will you need to offer the course to ensure students can complete your academic program in four years? What other course(s) in your unit will be deactivated or offered less frequently so that this course can be offered within faculty workloads? If additional resources are needed to offer the course, explain your reasons for thinking the demand or need for the course is sufficient to offset the cost.

- When completing the **External Impact** area, be sure to check the 'Yes' box and provide an explanation/additional documentation if the course:
 - will serve programs housed in other units, or
 - is likely to compete with courses offered by other units or may raise questions about duplication or whether your unit has the appropriate disciplinary expertise to offer it.

Note: When new courses reach the provost stage of the approval queue, they are always sent to all college deans to double check for duplication. If questions are raised, you will have an opportunity to respond, but addressing these questions pro-actively will help to avoid approval delays.

3. Post-submission/implementation steps and other reminders:
 - Monitor the course progress throughout the workflow and be sure to respond promptly if it is returned to you for additional information.
 - To avoid delays, be sure to submit new or revised program forms for any/all programs offered by your unit in which the new course will appear. If other units also wish to include the course in their programs, make sure they remember to submit forms for those programs, too.

REVISING EXISTING COURSES

Here are recommendations aligned with the [Basic Steps](#) for all curriculum proposals:

1. Pre-workflow decision-making
 - Review the [Course Revision Help Sheet](#) to guide informal discussions about your plans.
 - Prepare a course syllabus and collect any other documents you may need to attach to the form.
 - Reach out to any other units who use the course (as a requirement or elective) in their own programs to discuss your plans and address any concerns they may have.
2. Completing the Revised Course Form
 - Information required for the rationale, internal and external impact statements is the same as for new course proposals, though for minor revisions, much less is needed.

- If the course is included in programs delivered by any other unit on campus, be sure to identify those units in the External Impacts area.
 1. If a unit replies with negative impacts, you may want to email a response to later approvers in the queue to help them weigh the pros and cons of proceeding.
 2. To avoid delays we recommend reaching out to impacted units to make sure they move the proposal out of their step. If an impacted unit does not complete their step within two weeks, you may contact the Vice Provost for assistance.
 - If the course falls under the purview of the LAC, PEC, or graduate school, it will need to be routed through those steps in the queue.
 - If the course change requires changes to other program listings, the registrar will make updates where possible, but in complicated cases they will list necessary revised program forms they need from academic units during their technical review step. To avoid delays, please make sure you submit requested forms (and communicate with other units who need to submit forms) promptly.
3. Post-submission/Implementation steps and other reminders
- Be sure to follow the guidance at the end of the [Course Revision Help Sheet](#) regarding whether you also need to submit revised program forms.

ADDING NEW SUBTITLES TO EXISTING VARIABLE TITLE COURSES

Variable titles are a unique change type. In accordance with [University Regulations](#) 3-3-501(2), each college is responsible for setting up internal procedures for reviewing changes to existing variable title courses, including adding new subtitles, so the approval queue for this change type stops with the dean. Here are recommendations aligned with the [Basic Steps](#) for all curriculum proposals:

1. Review the [Variable Title Help Sheet](#) to guide any informal discussions.
2. Complete the Variable Title Course Form, attaching any documents required by your college procedures.
3. Once the title is fully approved by your dean and processed by the Office the Registrar, it will be available in Banner for scheduling. After securing a new subtitle, it is a good idea to review your other subtitles in case any have become outdated and should be deleted.

Remember: If you want to create an entirely new variable title course (e.g., "*Special Topics in ...*"), you will need to submit a [New Course Proposal](#) to request it prior to, or in conjunction with, the Variable Title Course Form.

DEACTIVATING EXISTING COURSES

Deactivations are significant changes. Here are recommendations aligned with the [Basic Steps](#) for all curriculum proposals.

1. Pre-workflow decision-making

- Review the [Course Deactivation Help Sheet](#) to guide informal discussions about your plans
 - Reach out to any other units who use the course (as a requirement or elective) in their own programs to discuss your plans and address any concerns they may have.
2. Completing the Deactivate Course Form
- information required for the rationale, internal and external impact statements is the same as for new course proposals, above.
 - If the course is included in programs delivered by any other unit on campus, be sure to identify those units in the External Impacts area. If they reply with negative impacts, you may want to email a response to later approvers in the queue to help them weigh the pros and cons of proceeding.
 - If the course falls under the purview of the LAC, PEC, or graduate school, it will need to be routed through those steps in the queue.
 - If the course deactivation requires changes to other program listings, the registrar will make updates where possible, but in complicated cases they will list necessary revised program forms they need from academic units during their technical review step. To avoid delays, please make sure you submit requested forms (and communicate with other units who need to submit forms) promptly.
3. Post-submission/Implementation steps and other reminders
- **Note:** When a Deactivate Course Form is approved, the course is *automatically* deleted from all programs where it previously appeared throughout the catalog.
 - It is a good idea to review your programs in the catalog to make sure none of the descriptive text references the deleted course and eliminating the course does not change credit counts in any other program. To update the descriptive text or credit hours of another program, use a [Revise Program](#) Form.

PROGRAM TYPES AND DEFINITIONS

All of the technical information you need to complete the program level curriculum forms in the workflow can be found in the [Program Form Field Definitions](#) guide prepared by the Office of the Registrar, and links to even more specific guidance are provided within each workflow form. This section provides supplementary guidance designed to help you make substantive decisions about the information you need to provide to approvers.

UNC is currently approved to offer the following credit bearing program types in the academic catalog.

1. Undergraduate majors

- Every undergraduate major associated with a **degree program**: degree types include Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, Bachelor of Science, Bachelor of Science in Nursing.

- Every major degree program must be 120* credit hours and is comprised of three parts:
 - i. The 31/37 credit Liberal Arts Curriculum
 - ii. Major coursework
 - Required coursework may include individual courses and major electives.
 - A minimum of 9 upper division credit hours is required for a major at UNC.
 - There is currently no upper or lower limit on the number of credit hours that constitute a major at UNC.
 - iii. University wide electives
- **Concentration pathways** may be used where it is appropriate to require students to choose a sub-specialization within the discipline of the major degree. While each concentration is listed as an available program of study in the catalog, *please note that concentrations are not independent degrees*. Concentrations are *specific pathways* within undergraduate degrees.
 - i. Concentrations do *not* appear on student diplomas and are not recorded as separate credentials by the state (all concentrations within a particular degree program roll up to the degree). However, concentrations do appear on student transcripts.
 - ii. A student who earns two concentrations within the same degree is *not* a "double major" as they are only earning a single credential (e.g., a bachelor's degree in their chosen discipline). However, both concentrations will appear on the student's transcripts.

Note: Concentrations are never required within a degree. They should be used only where there is significant overlap (at least 50% or more) among the "core" coursework required for a degree, but it is appropriate to require students to choose a sub-specialization within the discipline of the major degree and to indicate that sub-specialization on their transcript.

2. Undergraduate Minors

An undergraduate minor allows students to pursue a secondary area of academic interest. Minors are not required to earn a bachelor's degree in Colorado and are not required to earn a bachelor's degree from UNC (see note). A minor is not considered an independent academic credential and does not appear on student diplomas but does appear on student transcripts. Minors are *only* available to degree seeking students who have chosen a major degree program.

- Coursework may include individually required courses and minor electives.
- A minimum of 6 upper division credit hours is currently required for a minor at UNC.
- There is currently no upper or lower limit on the number of credit hours that constitute a minor at UNC.

Note: Units may choose to require students to complete a minor as part of their major degree program. If so, the specific minor(s) from which the student may choose must be specified in a New or Revised Program Form describing the major, and the rationale should

* There is a statewide exception for education licensure degrees, which *are permitted* to go to 126 credit hours *if needed to fulfill professional educator standards*.

explain how the minor(s) contribute to the program learning outcomes.

3. ***Undergraduate and Graduate/Post-baccalaureate Certificates***

A certificate allows students to pursue skills-training and demonstrate career-readiness relevant to a specific field or area of professional development. Certificates are increasingly recognized as a standalone college credential that has value independent of a four-year degree, especially in connection with particular industries.

- Coursework for certificates may include individually required courses and electives.
- There is currently no upper or lower limit on the number of credit hours that constitute a certificate at UNC, though most fall in the 9-15 credit hour range.

Certificates may be standalone, embedded or stackable.

- A ***standalone*** certificate is an academic credential focused on a specific area of study or skill that is available to any non-degree seeking student as well as degree-seeking student regardless of major.
- An ***embedded*** certificate is integrated into a bachelor's degree program and is designed to provide students with specialized knowledge and/or skills related to a particular field of study or discipline. It may be embedded into the "university wide electives" area of any major program of study. Or it may be composed of courses that also count toward a particular major. In the latter case, students in that major must also declare the certificate in order to have it noted on their transcript (and to receive the certificate in addition to their diploma).
- A ***stackable*** certificate is available to both non-degree seeking and degree seeking students. It enables the student to demonstrate specific qualifications that have value independently of a degree; however, additional courses may be "stacked" on top of the certificate to complete a larger degree program if the student chooses to pursue further education.

For questions about which type of certificate is appropriate, reach out to the Vice Provost/Dean of Undergraduate Studies or the Dean of the Graduate School.

4. **Graduate Degrees**

Graduate degree programs at UNC include:

- ***Master's Degrees***, requiring a minimum of 30 credit hours at the 500 level or above. More information is found in the graduate catalog [here](#).
- ***Education Specialist Degrees***, requiring a minimum of 30 hours beyond the master's degree, or 60 hours beyond the bachelor's degree. More information is found in the graduate catalog [here](#).
- ***Doctoral Degrees***, requiring 94 credit hours beyond the undergraduate level, including at least 64 of which are beyond the master's level, and at least 16 research credit hours are required: 4 proposal and 12 dissertation. More information is found in the graduate catalog [here](#).
- Graduate degrees may also contain concentration pathways, which are subject to the same requirements (at least 50% overlap with all other concentrations to the same degree) as undergraduate concentrations.

5. **Doctoral Minors** require a minimum of 15 credit hours in a discipline different from the primary doctoral program. More information is found in the graduate catalog [here](#).

6. **Graduate/Post Baccalaureate certificates**

Post-Baccalaureate certificates require a student to have completed an undergraduate bachelor's degree prior to enrollment but are otherwise the same as undergraduate certificates.

7. **Education Licensure Programs and Endorsements**

3. **Teacher Licensure** programs may be attached to an undergraduate major as described above or offered as stand-alone post-baccalaureate programs. They qualify the student to teach in an initial area of expertise.

4. **Endorsement** programs are typically post-baccalaureate programs but may occasionally be earned while completing an initial teacher licensure degree at the undergraduate level. They qualify the student to teach in a secondary area of expertise.

Contact the [PEC](#) or Dean of the College of Education and Behavioral Sciences for more information about these programs.

THE ACADEMIC PROGRAM PROPOSAL TEMPLATE

Pre-workflow discussions are especially important in the development of new programs. For this reason, units are now required to submit an [Academic Program Proposal Template](#) to the Vice Provost/Dean of Undergraduate Studies (and Dean of the Graduate school for graduate level programs) to access a New Program Form in the catalog workflow. Documenting and reviewing a complete program and all the associated course forms in the workflow is tedious and time-consuming; the template highlights crucial information required to receive approval at the provost step (including information required to secure HLC and/or Board of Trustees Approval) and helps to ensure that any factors that might delay implementation are addressed early in the process. Once preliminary approval has been granted based on the template, it is unlikely that any other obstacles will occur, and units can attach or cut/paste from the template to satisfy the "rationale" and "impact" requirements on the New Program Form in the workflow.

- **Note:** Use of the template is also *highly recommended* for significant changes to existing programs, especially in any situation that would require [HLC notification or approval](#). However, because many types program changes are also submitted using the same form, access to the Revised Program Form is not restricted.
- The template is designed to help you, your dean and the Office of the Provost assess the [resource implications](#) of offering the new program on both your own unit and the overall academic portfolio at UNC.

The template is currently housed in both [Word](#) and [PDF](#) formats on the Office of the Provost [Curriculum](#) page and can also be accessed from the [References and Training Area](#) of the Office of the Registrar's Catalog/Curriculum page. Note that the word version will download immediately to your computer.

PROPOSING NEW PROGRAMS.

New Program Proposals are always significant changes. All new credentials (undergraduate and graduate degrees and certificates) require approval by the [Board of Trustees](#) and must be reported to the CDHE before they can be offered to students. New pathways must be reported to HLC and are also reported to the Board of Trustees as informational items. Here are recommendations aligned with the [Basic Steps](#) for all curriculum proposals.

1. Pre-workflow decision-making
 - [Complete the Academic Program Proposal Template](#) in collaboration with your dean. Your dean will likely consult with other college deans and the Vice Provost (including the Graduate Dean if it is a graduate level program) or may ask you to do so. When the college and the Office of the Provost agree it makes sense to move forward with the program, the Vice Provost or Graduate Dean will ask the Office of the Registrar to email you a link to the new program form in the [workflow](#).
 - The Registrar's [New Programs Help Sheet](#) may also be useful to guide informal discussions and prepare all documentation.
2. If your proposed program template is approved, the Provost office will forward it to the catalog team and they will draft a New Program form for you. It is important to review the form carefully to ensure all the coding and course lists are correct. You may also want to add descriptive language to the form.
 - Follow the links within the form to answer coding and other technical questions.
 - You do not need to complete the "rationale" and "internal Impact" sections, since those questions will have been answered in the template. The catalog team will attach a copy of your approved template to the new program form.
3. Post-submission/Implementation steps and other reminders
 - Monitor the progress of the New Program Form through the workflow and be sure to respond promptly if the program is returned to your queue by an approver.
 - When the program is approved at the provost step in the workflow, *remember that it is important to message cautiously to prospective students until the program has also been approved by the Board of Trustees and posted on the CDHE website*, as well as published in the catalog. Contact the Vice Provost if you have questions about the timing of these steps.
 - Be sure to check the sections of the catalog relevant to your unit and programs and make [Narrative Changes](#) as appropriate.
 - Also check your unit and college websites and update as needed.

REVISING EXISTING PROGRAMS

Revisions to Existing Programs are significant changes (unless changes are limited to the descriptive text about the program). Here are recommendations aligned with the [Basic Steps](#)

for all curriculum proposals.

1. Pre-workflow decision-making
 - If the revisions are extensive, it is often faster to secure pre-approval via the [Academic Program Proposal Template](#), rather than proceeding directly to the workflow.
 - The [Revising Programs](#) Help Sheet may also be useful guiding your conversations and decision-making prior to documenting changes in the workflow.
2. Completing the Revised Program Form
 - Follow the links within the form to answer coding and other technical questions.
 - When completing the "rationale" section, be sure to include specific information regarding the effects on [demand and student success](#).
 - When completing the "internal impact" sections, be sure to include specific information regarding the effects of the changes on your unit's [productivity and efficiency](#).
 - Alternatively, if you used the [Academic Program Proposal Template](#) to document your changes, you may simply say "see template" and attach it to the form.
3. Post-submission/Implementation steps and other reminders
 - check the sections of the catalog relevant to your unit and programs and make [Narrative Changes](#) as appropriate.
 - Also check your college and department websites and remove any old references/links to the deleted program.

PAUSING/REACTIVATING ADMISSIONS TO EXISTING PROGRAMS

Temporary admissions pauses constitute a [significant change](#) and must be fully approved through the provost step before they can go into effect. They prevent existing students from adding the program during the pause, and if submitted early enough can also prevent prospective students from applying directly to the program. [HLC Notification](#) is required for pauses lasting more than one semester (this will be managed by the Office of the Provost when you submit the form). For even one semester, we must place a note about the pause in the catalog, so it is important to plan ahead.

- Once a program pause has been approved, you will need to re-submit the program Pause/Reactivate Admissions Form to reopen admissions at a later date.
- If your plan is to *permanently* close a program, the [Deactivation Form](#) should be used instead.

Note: If a newly admitted student declares a program that is paused before the student matriculates, the Office of Admissions and/or the Academic Unit Leader/Graduate Program Coordinator will need to reach out to the student to explain the situation.

Here are recommendations aligned with the [Basic Steps](#) for all curriculum proposals.

1. Pre-workflow decision-making
 - Review the [Pause/Reactivate Admissions Help Sheet](#) to guide informal discussion.

- **Please note:** The admissions cycle opens one full year in advance of the catalog year and all active programs are included in the slate portal. To avoid students applying to a program that will be paused before they arrive, the pause form needs to be submitted 12-15 months before the pause will occur (for example, if you plan to pause admissions in Academic year 2024/2025, your pause form should be submitted prior to August 1, 2023). If this is not possible, please submit the form as soon as you decide a pause is needed and consider how you will manage communications with students who have already applied to the program.
2. Completing the Pause/Reactivate Admissions Form
 - When completing the "rationale" be sure to explain
 - i. the reasons for the pause (time to make significant revisions, rebalancing advising loads, etc.)
 - ii. the specific date by which you expect to reactivate admissions, *or* the criteria you will use to decide when to reactivate admissions.
 - iii. when completing the Internal Impacts area, please note effects on course rotations, teaching workloads, etc.
 3. Post-submission/Implementation steps and other reminders
 - Check the sections of the catalog relevant to your unit and programs and make [Narrative Changes](#) as appropriate.
 - Also check your college and unit websites and update any references/links to the paused program.
 - Once the Pause/Reactivate Admissions Form is fully approved, the Office of the Registrar will add the standard paused admissions statement to the appropriate catalog.
 - **Remember:** When you decide to reactivate the program, you will need to submit the form indicating the semester in which you would the pause to be removed.

If your pause request is for more than one semester, the Office of the Provost will do the necessary HLC notification. For approved pauses, the Office of the Provost will also follow up as the expected reopening or final deactivation date approaches.

- **Remember:** The Office of Admissions will not remove the program from the admissions portal until they are notified by the Office of the Registrar that the form has been fully approved. This ensures that we coordinate changes in the catalog with changes in our admissions portal.
- Once a pause has been approved, be sure to check your college and unit websites and update any references/links to the program as appropriate.

DEACTIVATING PROGRAMS

Program Deactivations are always significant changes since they have a significant impact on students and indirectly impact all other units by changing the overall academic portfolio.

- Conversations about program deactivations typically result from the program review process, though units may also propose deactivations outside of that process.

Here are recommendations aligned with the [Basic Steps](#) for all curriculum proposals.

1. Pre-workflow decision-making

- Review the [Deactivating Programs](#) Help Sheet to guide informal discussion.
- Create a teach out plan for all students currently enrolled in the program, including an expected completion date for each student. Note that undergraduate students must be provided 6 years from their catalog year, and graduate students must be provided 8 years from their catalog year, to complete the program. If this will not be possible, please reach out to the Vice Provost and/or Graduate Dean for assistance, as additional [HLC approval](#) steps will be required.
- Develop a communication plan in conjunction with the Office of the Provost to ensure faculty and students are aware of the timeline and the reasons for deactivation.

2. Completing the Deactivate Program Form

- Follow the links within the form to answer coding and other technical questions.
- When completing the "rationale" and "internal impact" sections, note that unless enrollments are already at zero you must provide a teach out plan as specified above.

3. Post-submission/Implementation steps and other reminders

- check the sections of the catalog relevant to your unit and programs and make [Narrative Changes](#) as appropriate.
- Also check your college and unit websites and remove any old references/links to the deleted program.

Note: Once a deactivation is approved, the program will be removed from the next available UNC catalog and the CDHE website/SURDS listing. However, HLC considers the program to be on a "wind down" pause (and hence not accepting admissions) until enrollments reach zero. If this occurs prior to the 6- or 8-year timeline it is helpful to contact the Office of the Provost so we can send the appropriate follow-up documentation to HLC.