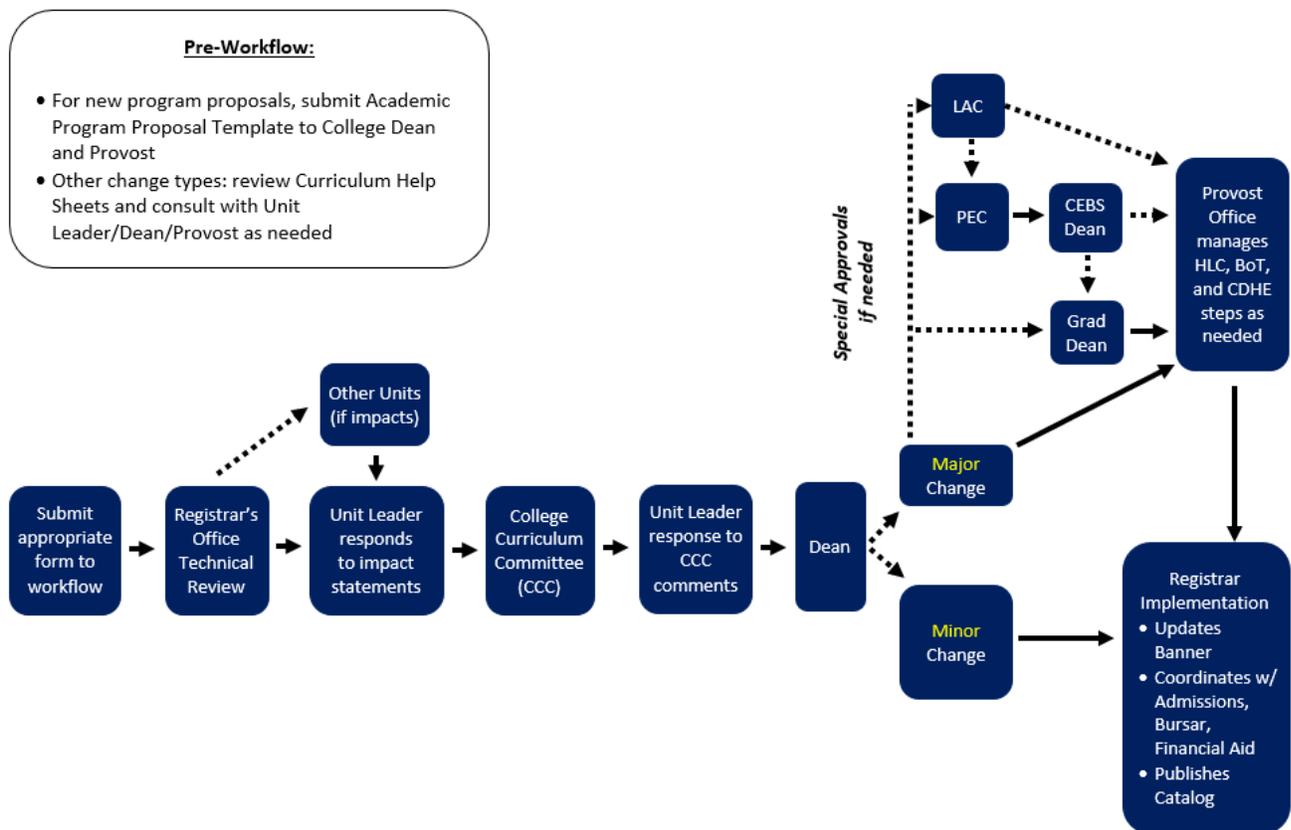


Welcome to curriculum at UNC. Periodic review and revision of your unit's curriculum is necessary to keep our Academic Portfolio current and relevant. The curriculum development process involves many offices on campus, and the quality and integrity of our courses and programs directly impacts faculty 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 flowchart below provides a visual overview of the key steps and required approvals for any curricular changes.

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.



Please note: Throughout this guide, and in University Regulations Part V: Curriculum, you will see references to “major” vs. “minor” changes. In the context of curriculum development, these terms do *not* refer to changes in academic majors or minors. Rather, they refer to the significance

of the change on students and the overall academic portfolio. This is explained in more detail in the section on [Change Types](#).

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 • Deactivating Existing Courses
<i>INFORMATION SPECIFIC TO PROGRAMS</i>
<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 Catalog/Curriculum Approval Process is jointly managed by the Office of the Registrar and the Division of Academic Affairs.

- ⇒ [ACADEMIC AFFAIRS](#) is responsible for developing new curriculum and revising changes to existing curriculum. In general, the faculty is responsible for the content of curriculum and exempt administration is responsible for determining whether sufficient resources are available to deliver the curriculum and external stakeholder requirements are met. However, content considerations and resource considerations are not always clearly distinguished. Because it is important to ensure that courses and programs delivered by different academic units and colleges are mutually supporting rather than in competition with each other, it is important for all parties to consider the impact of their proposal on the Academic Portfolio as a whole.
- 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 Associate Provost/AVP for Undergraduate Studies (nancy.matchett@unco.edu).
 - For advice and support regarding graduate curriculum, contact the Dean of the Graduate School (jeri.lyons@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.

RESOURCE CONSIDERATIONS

The metrics used during academic program review are also used by deans and the Office of the Provost to assess the resource impact during the curriculum approval process. These are supported by Power BI dashboards. While no single metric is decisive and other factors may come in to play, it is important to be as specific as you can about the following:

- Likely **demand**, based on regional or national enrollment trends in similar majors and employment trends in careers, the new program might prepare students to enter. The [Academic Overview](#) dashboard will give you information about current trends in your current courses and programs.
- Impact on unit **productivity**, i.e., effects of curriculum changes on student credit hour production in the unit, both overall and per instructional FTE assigned to the unit. The [Academic Overview](#) dashboard includes SCH production trends for both courses and programs currently offered by your unit.
- How **efficiently** the program can be delivered, i.e., whether it will increase or decrease instructional costs, and the effects on faculty workloads in your unit. The [Academic Budgeting](#) app will provide information on your current costs. To determine this, it is important to think carefully about the effects of course rotations on each faculty member's teaching assignment. Courses required in a new program as well as any existing programs in your unit should be offered frequently enough, and with sufficient seats, to enable all enrolled students to graduate in 4 years.
- How the program will contribute to **student success**, measured primarily in terms of year-to-year retention and 4- and 6-year graduation rates at the program level. Note that actual degrees or certificates *conferred* is a different metric than the number of students enrolled in the program at any given time, and the most successful programs are intentionally designed to serve transfer students and students from all demographic groups. Program completion trends and enrollment profiles by demographic group can also be found in the [Academic Overview](#) dashboard.

Note: Other considerations may be relevant to specific course or program types and units should include them in their rationale and/or impact statements when submitting forms in the 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.

FOR COURSES

1. Create a new course, with its own course number --> *New Course Form*
 - This includes the creation of a new variable title course number.
2. Add an *approved subtitle* to an existing variable title course --> *Variable Title Course Form*
3. Change the official catalog description of an existing course --> *Revised Course Form*
4. Change the *number* and/or *title* of an existing course --> *Delete Course Form* (for the old number and/or title) and *New Course Form* (for the new number and/or title).
5. Combine the content of two existing courses into a single course --> *Delete Course Forms* (for both previous courses) and *New Course Form* (for the course with combined content).
6. Add or delete pre-requisites or co-requisites, or mark a course as mutually exclusive with another course --> *Revised Course Form*
7. Revise the curricular content/delivery expectations of an existing course, e.g.
 - update course learning outcomes, course outline or other essential content or assignment requirements affecting course delivery. --> *Revised Course Form*
 - change the course credit hours, schedule type or grading scheme associated with a course. --> *Revised Course Form*
 - change the course prefix/number/level --> *Deactivate Course Form (for the old prefix/number)* and *New Course Form (for the proposed new prefix/number)*

Note: Instructional methods -- e.g., asynchronous or synchronous online, traditional in person, or mixed face-to-face -- may be specified at the time of scheduling and differ from one *offering* to the next, so are not included in the official catalog and banner coding for the *course*. This should not be confused with the schedule type (lecture, lab, etc.)
8. Add, delete, or change a course fee: decisions about course fees are part of the budget process and subject to approval by the Board of Trustees each year.
 - Contact your College BOM who will gather necessary information and complete the course fee spreadsheet in Academic Affairs.
 - Submit a new or revised course form as needed, providing a rationale for the new/revised/deleted fee.

Note: If you will not be able to offer the course unless the fee is approved, please explain that in the rationale and on the course form.
9. Move responsibility for a single course from one academic unit/college to another (e.g., change the department codes associated with the course) --> *Revised Course Form*
10. Move responsibility for a course prefix from one unit to another --> *Unit/Program Reorganization Form*.
11. Permanently deactivate (remove) a course --> *Deactivate Course Form*

FOR PROGRAMS

1. Create a new credential (graduate or undergraduate certificate or degree), or a new pathway to an existing degree credential (e.g., a concentration or 4+1 pathway --> *New Program Form*
 - Details about [program types](#) offered at UNC are provided later in this guide.
2. Change the name of an existing program --> *Delete Program Form* (for old name) and *New Program Form* (for the new name)
3. Revise the description or curricular content of an existing program, e.g. --> *Revised Program Form*
 - update course or program level learning outcomes
 - change the program credit hour requirements/add or delete required and elective course options within the program.
4. Change the (a) delivery mode, (b) funding source, (c) CIP code or (d) location of an existing program, add an additional delivery mode, funding source or location, or move responsibility for a program from one academic unit/college to another. --> *Unit/Program Reorganization Form*.
 - a) delivery mode: from in person to 100% online, or vice versa
Note: If *any* part of a program is delivered in person, it is considered an in-person program. The decision to offer some courses within the program online does not require a revision form.
 - b) funding source: from state funded to cash funded, or vice versa
 - c) CIP codes: remember that all concentration pathways carry the same CIP and are reported as completions of the relevant degree.
 - d) from the main campus in Greeley to Lowry, Centerra, or other existing satellite location
5. Offer a program at a location where UNC has not previously operated. --> *Contact the Provost Office* as soon as you begin considering this idea.
 - Opening a brand-new location requires an extensive approval process with HLC (often 6 months or more).
6. Temporarily pause admissions to an existing program --> *Pause/Reactivate Admissions Form*.
 - This includes pausing admissions for a specific concentration pathway within an existing graduate or undergraduate degree, as well as to the degree as a whole.
 - The HLC (Higher Learning Commission) must be notified of pauses longer than one semester. Pause requests must include the date when admissions will reopen, or the specific criteria that will be used to decide *whether* to reopen or permanently close the program and the date by which that decision will be made.
7. Re-open admissions to a previously paused program --> *Pause/Reactivate Admissions Form*
 - This is not automatic since the expected re-opening date may change. You may submit the form as soon as you know when you would like to allow students to enroll.
8. Permanently discontinue (deactivate) a program --> *Deactivate Program Form*
 - This includes eliminating a concentration pathway within an existing degree.

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 [major change](#), the unit leader should discuss with their college dean, and the dean should discuss with the deans of the other colleges and the Associate Provost as needed to ensure all considerations regarding duplication of effort and resource availability that are necessary to secure formal approval are being addressed. **Remember:** *A major change is not a change to an academic major (see [change types](#)).*
 - 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.
 - 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 [Associate Provost](#) 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 to the Associate Provost/AVP for Undergraduate Studies (and Dean of the Graduate school for graduate level programs) to allow you to access a New Program Form in the catalog 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.
- 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 Associate 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 three 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.

○ "MINOR" CURRICULUM CHANGES

The term "minor" change refers to a change that has minimal impact on students and does not affect any other academic unit. (It does **not** necessarily refer to changes to an academic minor; in fact, changes to academic minors typically count as major changes.) See [University Regulations](#) 3-3-501 for a complete list of minor changes.

- Minor changes can proceed to implementation by the Office of the Registrar once they have been approved by the college dean. However, they must still reach the registrar's implementation queue by the posted deadline for publication in an upcoming academic year catalog.
- For questions about whether a change is indeed major or minor you may consult with the Curriculum Liaison Specialist in the Office of the Registrar or the Associate Provost/AVP for Undergraduate Studies.

○ "MAJOR" CURRICULUM CHANGES

The term "major" change refers to a change that impacts students and/or other academic units (it does **not** necessarily refer to changes to academic majors). Anything not specifically designated in University Regulations 3-3-501 as a minor change is a major change. Most curriculum proposals count as major changes.

Major changes require full approval at the Office of the Provost step of the workflow prior to implementation, and 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.

○ 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](#).
 - **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 manages all programs that 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. 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 Certificate Programs (not minors)	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. • changing the mode of delivery from 100% online to in person, or from in person to 100% online.
	Prior Approval	Always required for <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. May be required for

		<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><i>Notes:</i></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 Associate 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.

- 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.

- 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.*
- **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.
- **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 major 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 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 Associate Provost/AVP for 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 Associate

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

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 Associate 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 Associate 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 Curriculum Liaison Specialist can assist you with any navigation steps or technical questions. The curriculum staff 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:
 - 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.)
 - 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 Associate 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.

SYLLABUS/COURSE OUTLINE REQUIREMENTS

University regulations 3-3-501(3) require a "course syllabus" to be included with all course level curriculum submissions that constitute major changes. Board Policy (2-3-501) outlines information that must be provided in writing to students under the heading of a "Course Outline."

- At a minimum, every Course Syllabus must contain the Board Policy prescribed elements for a Course Outline to secure approval at the provost step. Academic units or colleges *may* choose to require additional elements to secure approval at their levels.

- 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.
- 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.

The Office of the Registrar highlights this information in a "[Course Syllabus Checklist](#)" which is linked to, directly from the *new* and *revised* course forms in the workflow.

The Course Outline/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.

PROPOSING NEW COURSES

Every new course proposal is a [major 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 [course 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* (review the [resource considerations](#) for more details).

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.

- 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

Revisions to existing courses may be [major](#) or [minor](#) curriculum changes (remember that in this context these terms do not refer to program types but to the impact of the change on students and the overall academic portfolio). 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 Associate 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 programs, all of the revised program forms will need to be completed before the change can be approved. The Office of the Registrar will list the necessary revised program forms at their technical review step. To avoid delays, please make sure you submit 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 (neither a major nor a minor change). 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 almost always [major](#) changes. However, if deleting a course will not impact any programs outside of your own unit and will not affect the total credit hours of any programs housed in your own unit, they may be treated as a [minor](#) change. 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 programs, all of the Revised Program Forms will need to be completed before the change can be approved. The Office of the Registrar will list the necessary revised program forms at their technical review step. To avoid delays, please make sure you submit 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 is 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 (typically 50% or more) among the "core" coursework

* 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*.

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 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 additional education.

For questions about which type of certificate is appropriate, reach out to the Associate Provost/AVP for 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](#).

5. **Doctoral Minors**, requiring 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

- **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.
- **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 Associate Provost/AVP for 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 minor 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 [major](#) 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 Associate 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 Associate 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. Completing the New Program Form

- Follow the links within the form to answer coding and other technical questions.
- When completing the "rationale" and "internal Impact" sections, you may simply say "see template" and attach the template to the form (there is a section at the end of the form that allows attachments). Alternatively, if you completed parts of the template as separate documents, simply attach relevant documents to each area.

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 Associate 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 always major changes. The only time they constitute a minor change is if 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 major 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 major 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 Associate 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.