UCC Guidelines Document

New Program Proposal (NPP) or Curriculum Change Request (CCR) (formerly called a "Program Change Request")
*Creation of a new academic program (**note**: this begins with review by the New Programs Council) or proposed changes to an existing emphasis, minor, major, badge, program, degree or academic unit at the undergraduate or graduate level. Multiple changes to a program (as well as related changes across multiple programs within the same unit) can be submitted on a single CCR.*

1) **General items:**
   a) Group program proposal with all related course proposals.
   b) Provide **external** evidence indicating potential for gainful employment and/or support for the program (market, community, etc.).
   c) Reflect consistent rationale in the program proposal and corresponding course proposals that is understandable by someone without the context of the program's disciplinary knowledge.
   d) Ensure the type of program (badge, certificate, minor, major) meets the university definitions of those program types.

2) **Attachments:**
   a) Ensure all attachments are appropriately titled and described.
   b) **Catalog copy (Forward Facing)**
      i) Verify this document is grammatically and typographically correct.
      ii) Reference the catalog update guides provided by Registrar's Office for assistance and to ensure proper coding in MyPath.
      iii) Format the catalog copy in a way that is consistent with other programs from the same department or the same college if possible (e.g. all Seidman programs should have a similar format in the course catalog).
      iv) Write the catalog copy so that it is logical to follow and easy for students to understand.
      v) Include requirements specific to the program (courses/credit hours). Do not include university requirements, such as General Education requirements (unless they are specific to the program).
      vi) Avoid hidden prerequisites for required courses. If a course has a required prerequisite, the prerequisite class must be included in the list of classes required by the program.
      vii) Provide a suggested order of coursework which should include Gen Ed "slots" such that the total course load approximates 15 credit hours/semester.
      viii) Make sure credit hour subtotals and totals are correct.
   c) **Curriculum map (new program proposals only)**
      i) Provide a curriculum map based upon guidelines provided by University Assessment Committee.
      ii) Ensure all competencies are introduced/reinforced/assessed within the program's curriculum.
   d) **Provide Evidence of Communication with Unit Heads of programs when -**
      i) Other units use the courses in the program proposal in their programs of study
         (1) Your unit uses their courses.

        (2) Their unit(s) use your courses.
   ii) Other units currently offer a similar program (the same courses could be used to complete substantial parts of both programs or both programs are intended to provide preparation for the same career paths so the programs would directly compete with each other).
   iii) Other academic units provide resources for this program.

3) **Special Considerations for Combined Degree Programs:**
   a) A student who elects not to complete the graduate degree, ideally should be done with the undergraduate degree without having to complete additional coursework. Many programs do this though accepting graduate credit as meeting undergraduate requirements. The path for a student to complete the undergraduate degree without the graduate degree should be described in the catalog copy.
   b) For combined degree programs based on existing undergraduate and graduate programs, the integrity of each program should be maintained. Appropriateness of the substitutions of graduate courses for undergraduate ones should be considered. Substitutions of graduate courses to meet undergraduate requirements should ensure that they are not removing the only exposure to important required skills, knowledge, or experience from the undergraduate program.

New or Change Course Proposals (NCP, CCP)

Proposed new courses or proposed changes to an existing course at the undergraduate or graduate level. Also, the proposed addition of an existing course for General Education, dual/cross-listing of a course, or fast-tracking of a prerequisite drop or exchange.

1) **General Items**:
   a) Avoid **Course Titles** that are too vague, use acronyms, or do not accurately reflect the course description and/or content provided.
   b) Ensure that the abbreviated **Course Title (Transcript)** matches the Course Title and can be easily understood.
   c) **Course Description**
      i) Provide a Course Description that is easy for a student in the discipline to understand in the allotted number of words (per SAIL).
      ii) Spell out acronyms in first usage.
      iii) Do not include prerequisites, activity hours, nor semesters offered in the Course Description.
      iv) Do not include descriptions of the course's value other than meeting specific requirements, such external certification or program eligibility.
   d) **Prerequisites**
      i) Do not include course titles in the prerequisites listing.
   e) **Rationale**
      i) Address why this curriculum action is needed and how it will benefit students.
      ii) Include accreditation requirements if applicable.
      iii) Ensure that it is understandable by someone without the context of the program's disciplinary knowledge.
   f) **Contact Hours**
      i) Assign <u>weekly</u> activity hours based upon contact or learning hours, **not credit hours**, in a traditional 15-week semester (14 weeks + finals).
      ii) Align contact hours as documented in the [University Curriculum Committee's Credit Hour Definition](#) and the credit hour designation associated with the course.
   g) **Verbiage for Course Catalog**
      i) Provide the specific section(s) of catalog where this course would fit and position it within the current program listing (list, at minimum, the preceding, proposed, and subsequent courses). Please ensure that any/all instances where this course would be referenced in catalog are addressed.
      ii) List "Not in any program, counts toward 120 general credits" or similar wording if course is an elective that is not specifically tied to any program.
   h) **Provide Evidence of Communication with Unit Heads of programs when -**
      i) Other units use this course in their programs of study.
      ii) Other units currently offer a similar course.
      iii) Other academic units provide resources for this course.
2) **Syllabus of Record (SOR):**
   a) Verify this document is grammatically and typographically correct as this is considered a forward-facing document.

b) Student **Learning Objectives (SLOs)**
   i) Ensure objectives reflect the course description and title.
   ii) Avoid multiple action verbs within one objective, breaking it into two objectives or selecting the more appropriate, higher-level verb as needed.
   iii) Limit the use of "demonstrate knowledge" or "demonstrate understanding," instead provide a specific action verb which better represents the intent of the objective.
   iv) Ensure SLOs are relevant to the field of study/discipline and contextual for a given course. Avoid using SLOs which are generic enough to apply to multiple fields.
c) **Topics**
   i) Verify topic coverage adds up to 100% or 14 weeks (especially when ranges are used).
      (1) Verify the sum of minimum coverage for all ranges is less than 100% or 14 weeks when discretionary topics are included.
   ii) Ensure SLOs are reflected in the topic coverage.
   iii) Verify that the topics reflect the course description and field of study/discipline.
   iv) Avoid vague topics that could apply to any course.
   v) Check that the topics list does not contain non-topic activities (for example: exams, presentations, etc. are not topics but methods of evaluation)
d) **Methods of Evaluation (MOEs)**
   i) Percentages or ranges of percentages are not necessary for MOEs. However, if they are present, ensure they add up to 100%.
   ii) Provide MOEs that reflect the level of the course, especially graduate courses.
   iii) Ensure MOEs are general enough to be used by all faculty teaching the course.
e) **Sample Sources**
   i) Include examples of sources such as assigned texts, reading, or other resources used to enhance student learning.
   ii) List sources that are reasonably up to date within the context of the discipline.
   iii) Provide a similar format among all listed sources.

3) Special Considerations
a) **Dual-listed Courses**
   i) Reference the [Graduate Education policies](#) regarding dual-listed courses.
   ii) The difference in course content and the prerequisites for each version of the course should be clear, contained in a single SOR.
   iii) SLOs should indicate the difference in expectations between undergraduate and graduate students.
   iv) MOEs may reflect the differences in expectations between undergraduate and graduate students.