

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Policy Manual

SUBJECT: Curriculum Development and Review Process

NUMBER: Policy 2-1 (Formerly Policy II-A-3 and II-1-1)

REVISED: January 2025

South Dakota Board of Regents (BOR) policies 1.1.1, 1.1.2, and SDCL § 13-49 through § 13-53 provides the authority for SDBOR to govern academic curriculum at the six BOR institutions.

At the university level, the curriculum shall be developed and managed through a robust review and evaluation process that serves to fulfill the educational mission of South Dakota Mines.

1. Definitions

1.A. BOR: South Dakota Board of Regents

1.B. Curricular Development:

1.B.1. Course Level: creation of a new course, change to an existing course (Course ID, title, course description, credits, categorization/designation, modality, add/remove/change pre-requisites, or co-requisites, etc.), or course deletion.

1.B.2. Program Level: creation of a new program, change to an existing program (to include offering the program in a new modality), existing program closure, creation of a new specialization or minor, change to an existing specialization or minor, closure/termination of an existing specialization or minor, or creation/change/termination of a formalized transfer articulation agreement between South Dakota Mines and another higher education institution or system.

1.C. Program: undergraduate certificate, graduate certificate, associate degree, bachelor's degree, master's degree, or doctoral degree

2. Origination of Curricular Developments

2.A. A faculty member or members shall originate proposed curricular developments. Proposed curricular developments shall start with a preliminary discussion between the faculty member(s) and the Department Head(s). In this preliminary discussion, all appropriate internal stakeholders who may be potentially impacted by, or need to be aware of, the proposed curricular development are identified.

2.B. The Department Head and faculty member(s) will contact the internal stakeholder(s) to discuss the proposed curricular development and identify any concerns, potential problems/issues, or specific requirements that must be taken into consideration before the proposed curricular development may proceed.

2.C. Should the proposed curricular development involve any of the following, the originating faculty member and/or Department Head shall contact the Associate Vice

President for Academic Affairs (AVPAA) so it can be reviewed and considered for compliance with BOR policies and accreditation requirements. Those curricular developments found to not be in compliance with BOR policies or accreditation requirements will not proceed:

- 2.C.1. Creating a new minor, specialization, or program
 - 2.C.2. Creating new course(s)
 - 2.C.3. Creating a new transfer articulation agreement
 - 2.C.4. Offering an existing program in a new modality
 - 2.C.5. Offering an existing course in a new modality
 - 2.C.6. Changing an existing transfer articulation agreement
 - 2.C.7. Teaching a course or courses from a BOR prefix not currently taught at the university
 - 2.C.8. Terminating an existing minor, specialization, or program
 - 2.C.9. Terminating an existing transfer articulation agreement
- 2.D. Each curricular development shall utilize the appropriate form as identified and available through the relevant [BOR Academic Affairs Guideline](#) (AAC 1.1 – 1.13, AAC 2.1 – 2.21) and [university](#).
- 2.E. The originating faculty member is responsible for completing the form(s) correctly and completely, and is encouraged to contact the Registrar or AVPAA if there are questions about which form(s) to utilize and/or if there are questions about how to complete the form(s).
- 2.F. On occasion, some curricular items may originate through Academic leadership. These instances are not common, and typically occur when a curricular item being created is inter-institutional (within the Regental system) by design. Curricular items being originated this way will be discussed with and reviewed by the appropriate Department Head(s) prior to proceeding to 3.B., University Faculty Review. Department Heads are encouraged to utilize a process appropriate to their department to gather faculty input on this type of curricular item.

3. Review of Curricular Developments

3.A. Departmental Reviews

3.A.1. Curricular developments shall be reviewed by the Academic Department of the initiating faculty, utilizing the structure and process identified and deemed appropriate by the Department Head. Interdisciplinary curricular developments will be reviewed by all involved Academic Departments. The Department(s) shall review all proposed curricular developments and make a decision to approve, deny, or return for revisions and future consideration to the departmental faculty.

3.A.2. Curricular developments approved by the Department will be submitted by the initiating faculty member to the university curriculum request portal and proceed to University Faculty Review.

3.B. University Faculty Review

3.B.1. Graduate Level curricular developments approved by the department faculty are forwarded by the Department Representative to the Council on Graduate Education (CGE) for consideration and review.

- 3.B.1.1. Following CGE review, the Chair of CGE forwards all approved graduate curricular developments to the University Curriculum Committee (UCC) for consideration and review.
- 3.B.2. The University Curriculum Committee (UCC) reviews all undergraduate level curricular developments approved by the department and all graduate level curricular developments approved by CGE.
 - 3.B.2.1. Following UCC review, the Chair of UCC forwards all curricular developments approved by UCC to Faculty Senate for consideration and review.
- 3.B.3. Faculty Senate, as a representative body of the entire University faculty, reviews all curricular developments approved by UCC.
 - 3.B.3.1. Following Faculty Senate review, the Faculty Senate President forwards all curricular developments approved by Faculty Senate to the Provost/VPAA and the AVPAA for university administrative consideration and review.

3.C. University Administrative Review

- 3.C.1. The Provost/VPAA (or designee) shall review all curricular developments approved by the university faculty and determine if the curricular development shall be approved or rejected. The determination shall be based on the appropriateness of the request to serve the best interests of the institution, alignment with institutional mission and priorities, alignment with BOR priorities, and adequacy of resources available to support the proposed curricular developments.
 - 3.C.1.1. If the Provost/VPAA (or designee) rejects a curricular development, they shall document the evaluation and return the request to the originator for possible further action, with copies to the chairperson of the University Curriculum Committee, Council on Graduate Education chairperson (as appropriate), and the Faculty Senate Chair.
 - 3.C.1.2. If the Provost/VPAA (or designee) approves the curricular developments, they shall forward the curricular developments on for review by the Associate Vice President for Academic Affairs (AVPAA), implementation* or further BOR consideration and review, based on BOR policy and AAC Guideline(s) for the specific type of curricular development.
- 3.C.2. The AVPAA shall review all curricular developments approved by the university faculty and the Provost/VPAA, and make a determination if notification to or approval by, the institutional accreditor, the Higher Learning Commission (HLC), is required. A curricular development that has progressed through all steps of the university and BOR stages will not be considered fully approved until HLC notification has occurred and HLC response received.
 - 3.C.2.1. *Implementation of the curricular development shall only occur following HLC notification and/or approval (if required).

4. Special Considerations and Requirements

- 4.A. All curricular developments seeking to create a new program or offer a new course must

demonstrate clear alignment between the program or course and the university's statutory mission.

- 4.B. All curricular developments seeking to create new graduate or undergraduate degrees must include a program assessment plan, to include:
 - 4.B.1. Stated program/student learning outcomes (undergraduate degrees must include the required cross-curricular skills, as identified in [BOR Policy 2.3.9](#))
 - 4.B.2. Map of program/student learning outcomes to course(s)
 - 4.B.3. Assessment cycle identifying which outcome(s) will be assessed each year
 - 4.B.4. Description of the process for assessment (e.g., when/how/by whom the artifacts in each course will be identified; when/how/by whom the artifacts will be analyzed; how continuous improvement efforts be documented, implemented, monitored, and utilized in ongoing assessment of the program)
- 4.C. All curricular developments seeking to create a new graduate degree must include an external review in the process and timeline, per [BOR Policy 2.3.3](#).
- 4.D. The AVPAA is required to notify the institutional accreditor (HLC) for all curricular development requests identified in the list below. Approval of the request is at HLC's discretion. Following notification by the AVPAA, HLC will respond to the notification and confirm to the university if HLC approval is needed. HLC approval will result in an increased amount of time for full curricular development and approval and an increased financial cost, the exact amount of
 - 4.D.1.1. which is determined by HLC.
 - 4.D.2. All new programs
 - 4.D.3. A change in an existing program's method of delivery
 - 4.D.4. All programs that achieve a 25% aggregate change in content, as defined by federal regulation (34 CFR §602.22)
 - 4.D.5. The development of customized Prior Learning Assessment pathways or programs
 - 4.D.6. Contractual arrangements where a third party offers 25% or more of the university's programs

Revision History: Mar. 1994; Nov. 1995; Dec. 2009; May 2022; Aug. 2024; Jan. 2025

BOR Policy/Committee References: Policy 2.3 series, Policy 2.4 series, Policy 2.6 series, Policy 4.4.2, AAC Guidelines 2.3 series, AAC Guidelines 2.4 series