

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Policy Manual

SUBJECT: Curriculum Development and Review Process

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

REVISED: August 2022

The curriculum shall be managed through shared oversight by faculty and administration. Faculty members shall develop the curriculum, approve all curricular offerings, and evaluate the effectiveness and currency of the curriculum. The administration shall develop processes to assist faculty in the oversight of the curriculum and develop the resources for academic offerings.

1. Definitions

A. BOR: South Dakota Board of Regents

B. Curricular Development:

- 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.
- 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.

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

2. Origination

A faculty member or members shall originate curricular developments. All 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.

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.

Should the proposed curricular development involve any of the following, the Provost/Vice President for Academic Affairs (VPAA) and the Associate Vice President for Academic Affairs (AVPAA) will be contacted by the faculty member(s) and Department Head so it can be reviewed and considered for compliance with BOR policies and HLC institutional accreditation requirements:

- Creating a new minor, specialization, or program
- Creating new course(s)
- Creating a new transfer articulation agreement
- Offering an existing program in a new modality
- Offering an existing course in a new modality
- Changing an existing transfer articulation agreement
- Teaching a course or courses from a BOR prefix not currently taught at the university
- Terminating an existing minor, specialization, or program
- Terminating an existing transfer articulation agreement

Each curricular development shall be initiated by the faculty member, include the faculty member's signature, detailed on 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 curriculum instructions](#), and submitted through the university curriculum request portal. Proposed developments shall be reviewed and appropriately endorsed by the department with responsibility for the curriculum.

3. Departmental Reviews

A. Curricular developments shall be reviewed by the Department, utilizing the structure and process identified and deemed appropriate by the Department Head. Interdisciplinary curricular developments will be reviewed by all involved 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.

B. Curricular developments approved by the Department will proceed to University Faculty Review.

4. University Faculty Review

A. 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. Following CGE review, the Chair of CGE forwards all approved graduate curricular developments to the University Curriculum Committee (UCC) for consideration and review.

B. The University Curriculum Committee (UCC) reviews all undergraduate level curricular developments approved by the department and all graduate level curricular developments approved by CGE. Following UCC review, the Chair of UCC forwards all curricular developments approved by UCC to Faculty Senate for consideration and review.

C. Faculty Senate, as a representative body of the entire University faculty, reviews all curricular developments approved by UCC. Following Faculty Senate review, the Faculty Senate President forwards all curricular developments approved by Faculty

Senate to the Provost/VPAA and the AVPAA/Accreditation Liaison Officer (ALO) for consideration and review.

5. University Administrative Review

The Provost/VPAA shall review all curricular developments approved by the university faculty and make a determination of the adequacy of resources available to support the proposed curricular developments.

A. If the Provost/VPAA determines that the resources available are inadequate, the Provost/VPAA 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.

B. If the Provost/VPAA deems that adequate resources are available to appropriately implement the approved curricular developments, the Provost/VPAA (or designee) 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.

C. The AVPAA shall review all curricular developments approved by the university faculty and make a determination if notification to 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.

*Implementation of the curricular development shall only occur following HLC notification and/or approval (if required).

6. Special Considerations and Requirements

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.

B. All curricular developments seeking to create new graduate or undergraduate degrees must include a program assessment plan, to include:

- Stated program/student learning outcomes (undergraduate degrees must include the required cross-curricular skills, as identified in [BOR Policy 2:11](#))
- Map of program/student learning outcomes to course(s)
- Assessment cycle identifying which outcome(s) will be assessed each year
- 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)

- C. All curricular developments seeking to create a new graduate degree must include an external review in the process and timeline, per [BOR Policy 2:23:1](#).
- 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 which is determined by HLC.
- All new programs
 - A change in an existing program's method of delivery
 - All programs that achieve a 25% aggregate change in content, as defined by federal regulation (34 CFR §602.22)
 - The development of customized Prior Learning Assessment pathways or programs
 - 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. 2022

BOR Policy/Committee References: Policy 1:10, Policy 2:1, Policy 2:7, Policy 2:8, Policy, 2:11, Policy 2:23:1, Policy 2:29, Policy 2:32. Policy 4:12, AAC 1.1 – 1.13, AAC 2.1 – 2.21