Curriculum Manual for Undergraduate Studies

Metropolitan State University of Denver

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METROPOLITAN STATE UNIVERSITY[SM] OF DENVER

Curriculum Manual for Undergraduate Studies

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1.00 Introduction

The *Curriculum Manual for Undergraduate Studies* documents the governing policies and procedures for creating, modifying, and discontinuing undergraduate programs and courses at the Metropolitan State University of Denver. It supersedes the *Curriculum Guidelines, Policies and Procedures* publication, last revised May 2025. These guidelines should not be interpreted in any way that would supersede State or Federal guidelines.

2.00 Curriculum Goals

The mission of Metropolitan State University of Denver states:

MSU Denver is a comprehensive, baccalaureate — and master's — degree granting urban university that offers arts and sciences, professional, and business courses and programs to a diverse student population in an atmosphere of mutual respect. Excellence in teaching and learning is MSU Denver's primary objective.

MSU Denver's mission is to provide a high quality, accessible, enriching education that prepares students for successful careers, post-graduate education, and lifelong learning in a multicultural, global, and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity, and the application of knowledge.

In support of the university's mission, undergraduate curriculum reflects the following goals:

To provide an effective learning environment in which students know what is expected of them at entry and at exit; in which irrelevance, proliferation, and redundancy are minimized; in which standards are judiciously set and students are fairly evaluated; and in which students are assisted in synthesizing their total learning experience and in becoming self-motivated, lifelong independent learners; and

To provide learning opportunities that are responsive to individual needs, including personal development and career-skill development and to provide educational opportunities that meet high-priority student and community needs in ways that make the best use of available resources.

3.00 Roles and Responsibilities

Curriculum originates with faculty in academic departments, schools or colleges, and the Honors Program, hereafter referred to as academic units. In the case of interdisciplinary courses or programs, the department with primary responsibility for the course or program is considered the originating department. As a general rule, courses are owned by a single academic department. In certain circumstances, a course can be owned by a college or school in lieu of a specific department. Administrative units, defined as non-academic offices or departments, must work through the appropriate academic unit(s) to submit curriculum through the approval process.

It is the responsibility of all levels to follow the curriculum policies and procedures included in this manual. Chairs of various committees have the discretion to determine if a curriculum change requires committee review. In cases that a committee chair determines that the changes are only clerical in nature, the chair will notify the committee and give them two business days to object. The committee chair will ensure that all documentation is accurate and complete.

Because the Honors Program collaborates with all departments to teach Honors courses, a letter of collaboration from the sponsoring department providing the content expertise must be included in Honors proposals. When colleges and schools collaborate with specific departments to create and manage courses and programs, approvals

from one to three sponsoring departments providing the content expertise must be included, and additional departments can submit letters of collaboration. A college or school-specific prefix must be used with these courses.

3.01 Department Level

3.01.01 Originator

This individual or group originates curriculum proposals and shall:

- Plan curriculum changes well in advance of deadlines and in alignment with the curriculum cycle calendar
- Submit complete and accurate documentation, including letters of acknowledgment from impacted departments and programs
- Identify if a current proposal is in alignment with accreditation requirements
- Incorporate stipulations and suggestions made by subsequent levels of review
- Ensure that the proposal does not duplicate or overlap content with existing curriculum and to determine, with the department chair and department curriculum committee, possible conflicts with or impacts on other academic and administrative units.
    - The following procedures must be conducted by the originator to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the initiating faculty must provide a justification for the redundant curriculum when the proposal is initiated. In addition, all affected faculty and academic units offering related curriculum must be allowed to review the proposed curriculum and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course which is a service course to other departments, programs, and degrees must be reviewed by those departments. The initiating faculty must obtain letters of acknowledgment from those departments and include these letters in the curriculum proposal. Failure to make the appropriate contacts will delay the processing of the course through the curriculum approval process.
- Obtain detailed letters of acknowledgment from academic and administrative units affected by the change(s), including acknowledgment of the impacts and details of any compromises or agreements made.
- Respond to other academic units' letters of notification and requests for support in a timely manner.
- Proofread the proposal.

3.01.02 Departmental Curriculum Committee

The Departmental Curriculum Committee shall:

- Review the merit of the proposal to ensure that it is:
    - Complete
    - Pedagogically sound
    - In line with current scholarship

    - Of benefit to students
- Ensure that the proposal does not duplicate or overlap content with existing curriculum, and to determine, with the initiating faculty and department chair, possible conflicts with or impacts on other academic and administrative units.
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the initiating faculty with the department curriculum committee must provide a justification for the redundant curriculum when the proposal is initiated. In addition, all affected faculty and academic units offering related curriculum must be allowed to review the proposed curriculum and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course which is a service course to other departments, programs, and degrees must be reviewed by those departments. The initiating faculty must obtain letters of acknowledgment from those departments and include these letters in the curriculum proposal. Failure to make the appropriate contacts will delay the processing of the course through the curriculum approval process,
- Obtain detailed letters of acknowledgment from academic and administrative units affected by the change(s), including acknowledgment of the impacts and details of any compromises or agreements made,
- Proofread the proposal.

3.01.03 Department Chair or Designee

The Department Chair or designee shall:

- Ensure curriculum changes do not contradict statewide articulation agreements, statewide transfer policies, or inter-institutional agreements and Memoranda of Understanding,
- Evaluate the impact of the proposal on departmental resources,
- Consult with the Dean in advance if new or additional resources will be needed to implement a curriculum change (*e.g.*, personnel, space, equipment),
- Notify other academic and administrative units (*e.g.*, Transfer Services, Academic Advising) of proposed changes and provide a detailed list of potential impacts,
- Ensure that the proposal does not duplicate or overlap content with existing curriculum, and to determine, with the initiating faculty and department curriculum committee, possible conflicts with or impacts on other academic and administrative units.
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, a justification for the redundant curriculum must be included with the proposal. In addition, all affected faculty and departments offering related curriculum must be allowed to review the proposed curriculum and letters of acknowledgment must be included with the curriculum proposal by the initiating

faculty. Any change to a current course which is a service course to other departments, programs, and degrees must be reviewed by those departments. The initiating faculty must obtain letters of acknowledgment from those departments and include these letters in the curriculum proposal. Failure to make the appropriate contacts will delay the processing of the course through the curriculum approval process.

- Obtain detailed letters of acknowledgment from academic and administrative units affected by the change(s), including acknowledgment of the impacts and details of any compromises or agreements made,
- Respond to other academic units' letters of notification and requests for support in a timely manner,
- Proofread the proposal

3.01.04 Notifications and Letters of Acknowledgment

Communication is needed when a curriculum proposal initiated by a faculty member or department impacts other academic units. Such impact can be administrative or academic. Communication documentation must be included with the curriculum proposal.

Letters of acknowledgment from impacted academic units are required for all substantive and non-substantive curriculum changes. The Originator must send a notification letter to impacted department(s) and/or academic unit(s). Responses to letters of acknowledgment and notification letters must be received by the originator within 30 days. If no response is received, it will be assumed that the affected academic unit has no objections to the proposal and the process will move forward.

3.02 College/School Level or Honors Council Curriculum Committee

3.02.01 College or School Curriculum Committee

The College or School Curriculum Committee shall:

- Ensure that the proposal has academic integrity, coherence, and rigor and is worthy for inclusion in the university's undergraduate curriculum,
- Ensure that the proposal does not duplicate or overlap content with those in an existing curriculum, and determine possible conflicts with or impacts on other academic and administrative units.
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the committee must ensure that the originator provides a justification for the redundant curriculum. The committee must also ensure that all affected faculty and academic units offering related curriculum have been allowed to review the proposed course and letters of acknowledgment submitted and any change to a current course which is a service course to other departments, programs, and degrees be acknowledged. The committee will delay the approval of the proposal if the

appropriate contacts have not been made and acknowledgments have not been included with the proposal.
- Ensure that possible conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of acknowledgment are included in the submission,
- Request needed revisions in a clear, detailed and timely manner, and assist departments in addressing requests for revisions,
- In cases where proposals are denied, justify the decision in writing and notify all other levels,
- Submit the proposal by the posted deadlines,
- Ensure that all revisions have been completed and included in the proposal before granting College/School Curriculum Committee approval.

3.02.02 Honors Council Curriculum Committee

The Honors Council Curriculum Committee shall:

- Ensure that all HON-prefix curriculum proposals are originated and reviewed by faculty,
- Review the merit of the proposal to ensure that it is:
    - Complete
    - Pedagogically sound
    - In line with current scholarship
    - Of benefit to students
- Ensure that the proposal has academic integrity, coherence, and rigor and is worthy for inclusion in the university's curriculum
- Ensure that the proposal does not duplicate or overlap content with existing curriculum, and to determine possible conflicts with or impacts on other academic and administrative units.
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the initiating faculty with the Honors Council Curriculum Committee must provide a justification for the redundant curriculum when the proposal is initiated. In addition, all affected faculty and academic units offering related curriculum must be allowed to review the proposed curriculum and letters of acknowledgment must be included with the curriculum proposal. Any change to a current course which is a service course to other departments, programs, and degrees must be reviewed by those departments. The initiating faculty must obtain letters of acknowledgment from those departments and include these letters in the curriculum proposal. Failure to make the appropriate contacts will delay the processing of the proposal through the curriculum approval process,
- Ensure that possible conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of acknowledgment are included in the submission,
- Proofread the proposal,

- Request needed revision in a clear, detailed and timely manner, and assist faculty in addressing requests for revisions,
- In cases where proposals are denied, justify the decision in writing and notify all other levels,
- Submit the proposal for review by the Faculty Senate Curriculum Committee by the posted deadlines,
- Ensure that all revisions have been completed and included in the proposal before granting Honors Council Curriculum Committee approval and,
- Participate in the Program Review process every 7 years.

3.02.03 Academic Dean or Designee or the Associate Vice President for Undergraduate Studies

The Dean or designee or the Associate Vice President for Undergraduate Studies shall:

- Evaluate how the proposal will affect the allocation of resources, including personnel, space, and equipment, and verify that adequate resources are available to support the proposal,
- Notify the Provost's Office of any requests for new program codes or course prefixes,
- Ensure that the proposal does not duplicate or overlap in content with existing curriculum, and determine, with the initiating faculty and department, possible conflicts with or impacts on other academic and administrative units.
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, a justification for the redundant curriculum must be included with the proposal. In addition, all affected faculty and departments offering related curriculum must be allowed to review the proposed curriculum, and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course that is a service course to other departments, programs, and degrees must be reviewed by those departments and letters of acknowledgment from those departments must be included in the proposal. Failure to make the appropriate contacts will delay the processing of the proposal through the curriculum approval process.
- Ensure that conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of acknowledgment are included in the submission,
- In cases where proposals are denied, justify the decision in writing and notify all other levels, and
- Ensure that all revisions have been completed and included in the proposal before granting approval.
- The Associate Vice President for Undergraduate Studies will complete this level of review for Honors Program Proposals.

3.03 University Level

3.03.01 Faculty Senate Curriculum Committee

The Faculty Senate Curriculum Committee shall:

- Evaluate curriculum proposals and changes to ensure that they are academically sound and appropriate to the university's role and mission,
- Monitor curriculum proposals to identify potential duplication, overlap, conflicts or impacts on academic and administrative units not apparent at the College/School level, or that are created by new curriculum changes submitted by different Colleges/Schools
- Ensure that the proposal does not duplicate or overlap in content with existing curriculum, and determine, with the curriculum committee chair, possible conflicts with or impacts on other academic and administrative units.
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the committee must ensure that the originator provide a justification for the redundant curriculum. The committee must also ensure that all affected faculty and academic units offering related curriculum have been allowed to review the proposed curriculum. Letters of acknowledgment must be submitted and any change to a current course that is a service course to other departments, programs, and degrees be acknowledged. The committee will delay the approval of the proposal if the appropriate contacts have not been made and acknowledgments have not been included with the proposal.
- Ensure that conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of acknowledgment are included in the submission,
- Review and approve changes in requirements for specialized designation, *i.e.*, General Studies, Ethnic Studies & Social Justice, and Senior Experience designations,
- Request needed revision in a clear, detailed, and timely manner, and assist departments in addressing requests for revisions,
- Ensure that all revisions have been completed and included in the proposal before granting Faculty Senate Curriculum Committee approval (*i.e.*, do not grant "approval with modifications"),
- Present completed curriculum proposals to Faculty Senate and obtain the approval of the Faculty Senate President,
- Submit approved proposals to the Office of Academic Affairs by the posted deadlines,
- Return all proposals that cannot be approved to the originating department with a written statement explaining why the proposal could not be approved and notify all other levels.

3.03.02 Faculty Senate

It is the responsibility of Faculty Senate to certify that curriculum proposals and curriculum changes have received thorough review and are worthy of inclusion in the university's undergraduate

curriculum. The Faculty Senate President certifies that the Faculty Senate has heard the report of the curriculum proposals and changes and offers no objection.

3.03.03 Provost's Office

The Provost Office designee is the Office of Curriculum, Academic Effectiveness, and Policy Development.

The Provost Office and their designee shall:

- Adhere to Board of Trustees policy, state statutes and Colorado Department of Higher Education policies, and Higher Learning Commission policies concerning curriculum,
- Evaluate how the proposal will affect the allocation of resources, including personnel, space and equipment, at the university level, and ensure that adequate resources are available to support the proposal,
- Coordinate with the Office of the Registrar to set curriculum deadlines,
- Disseminate curriculum cycle deadlines to Colleges/Schools,
- Coordinate implementation with centralized support units (*e.g.,* Registrar, Advising, Admissions, and Financial Aid),
- Assist departments/schools/colleges with implementation and questions/concerns unresolved at other levels,
- Assist curriculum review committees in locating and interpreting statewide articulation agreements, statewide transfer policies, inter-institutional agreements and Memoranda of Understanding, or other external policies and regulations that affect curriculum,
- Ensure proper documentation exists to meet internal and external institutional requirements,
- Prepare and submit curriculum approval requests to the Board of Trustees, Colorado Department of Higher Education and the Higher Learning Commission,
- Return all proposals that cannot be approved by the Provost, Board of Trustees, Colorado Department of Higher Education, or Higher Learning Commission to the college/school and department chair with a written statement explaining why the proposal could not be approved and notify all other approval levels,
- Maintain the university's electronic curriculum library,
- Edit and publish the online *University Catalog* and,
- Forward Student Information System Catalog information to the Office of the Registrar by the posted deadlines.

3.03.04 Registrar's Office

The Registrar or designee shall:

- Enter approved curriculum changes in the Student Information System and class schedule
- Maintain the Student Information Systems Catalog and Academic Progress Reports
- Set the Academic Calendar published in the *University Catalog*

3.03.05 President

The President or President's designee holds final authority over all curriculum matters at the university except for those requiring approval by the Board of Trustees, the Colorado Commission

on Higher Education, the Colorado Department of Education (teacher licensure programs only), and/or the Higher Learning Commission.

3.03.06 Curriculum Dispute Resolution

The Faculty Senate Curriculum Committee has the authority to resolve conflicts over impacts on other academic units that have not been resolved at the school or college level. In such cases, the Faculty Senate Curriculum Committee will exercise its jurisdiction over curriculum proposals and resolve such conflicts.

Members of the FSCC whose departmental affiliation is connected to the proposal(s) will recuse themselves from the dispute resolution process.

Department(s) wishing to engage with the formal curriculum dispute process must inform the chair of the Faculty Senate Curriculum Committee and the Faculty Senate President at the earliest opportunity but no later than 10 business days after the curriculum due date for the traditional cycle and the catalog addendum cycle. Communications that request to start this process should outline the issue and demonstrate that informal processes at the department or college/school level occurred in an attempt to resolve the issue at the lowest level.

If the decision reached on a dispute is unanimous in nature, such decision will be announced to the Senate so that the Committee decision and vote may be recorded in the Senate minutes. This should include all possible outcomes of a dispute resolution such as but not limited to: approval of proposal(s), mediation, modification(s) to proposal(s), or rejection of proposal(s).

If the decision reached on a dispute is not unanimous in nature, the dispute will be brought before the Senate for a discussion and vote.

3.03.07 Board of Trustees

It is the responsibility of the Board of Trustees to review and approve:

- New degree programs,
- New academic minors,
- New certificate programs,
- New concentrations and licensures and,
- New Centers, Academies, and Institutes and,
- Discontinuing programs, minors, certificates, Centers, Academies or Institutes

Board of Trustee approval must be obtained before any approval requests can be submitted to external review levels.

3.04 State Level

3.04.01 Colorado Department of Education (Teacher Preparation/Licensure Programs only)

It is the responsibility of the Colorado Department of Education to review and approve all curricula associated with teacher licensure or teaching endorsements. Departments proposing licensure or endorsement programs must work directly with the Colorado Department of Education to submit

review materials. These efforts are facilitated through the university's School of Education. Departments proposing licensure or endorsement programs that are outside the School of Education should work closely with faculty and staff within the School of Education at all steps of the process.

Approval requests should be submitted simultaneously to the Colorado Department of Education and the Colorado Department of Higher Education to prevent delays in final approval by the Commission.

3.04.02 Colorado Department of Higher Education and Colorado Commission on Higher Education

It is the responsibility of the Colorado Department of Higher Education to review and approve new academic programs based upon the program's fit with the university's statutory role and mission. Per Commission Policy I, V the Department can update SURDS with non-substantive changes to programs. Although certificate programs are not reviewed formally, they must be reported to the Department for entry into SURDS. Requests for review and approval are submitted through the Colorado Department of Higher Education and are typically processed within 60 days. Commission approval must be obtained before requesting approval from the Higher Learning Commission.

3.05 Regional Level

Higher Learning Commission (HLC)

It is the responsibility of the Higher Learning Commission to assure that the university provides a quality education. Accreditation certifies this assurance. Curriculum changes that require review and approval include:

- Degree or credential levels not previously offered at the university,
- All new programs
- Substantial increases or decreases in a program's credit hours or proposals that modify 25% of the entire program and
- All program discontinuations

Requests for review and approval are submitted to HLC electronically by the Office of Curriculum, Academic Effectiveness, and Policy Development and can require a significant amount of time and information not recorded in the university's existing curriculum forms. Requests are typically processed within 60 days. HLC invoices the university for processing institutional change requests. HLC Fee Schedules can be reviewed for full financial implications of curriculum proposals,

4.00 Curriculum Policies and Procedures

Curriculum proposals are submitted via the curriculum management system. The Curriculum SharePoint site provides additional resources for this system.

4.01 Types of Curriculum Changes

4.01.01 Substantive Curriculum Changes – University Level

The following changes require Department, College/School or Honors Program, and Faculty Senate Curriculum Committee review:

- Create a new degree program or degree type, major, minor, concentration, certificate, teacher preparation or other academic program,*
- Change a department or program name, create a new prefix, or a department-initiated prefix change,
- Discontinue a degree, major, minor, concentration, certificate, teacher preparation or other academic program,*
- Modify a course prefix or subject code,
- Proposals generated from the Honors Program or course proposals owned by a college or school instead of a single department,
- Transfer ownership of a course or a program to another academic unit,
- Course proposals owned by a college or school instead of a single department,
- Request a new General Studies, Ethnic Studies & Social Justice, or Senior Experience designation for a new or existing course and,
- Modify any portion of a course approved for General Studies, Ethnic Studies & Social Justice, or Senior Experience designation.

These changes are reviewed and approved internally by:

- Department Curriculum Committee or Honors Council Curriculum Committee
- Department Chair or Honors Program Director
- College/School Curriculum Committee (except for Honors proposals)
- Dean or designee or Associate Vice President for Undergraduate Studies
- Faculty Senate Curriculum Committee
- Faculty Senate
- Provost or designee

** New, discontinued, and substantially modified programs require internal review and may require approval by the Board of Trustees and external review and approval by CDE/CCHE/HLC, as applicable, at the State and Regional levels. See Section 3: Roles and Responsibilities.*

4.01.02 Substantive Curriculum Changes – College/School Level

The following changes require Department and College/School or Honors Council Curriculum Committee review. Please note that in addition to the below steps, all Honors Program proposals will require Faculty Senate Curriculum Committee review and reporting.

- Revision of a major, minor, concentration, certificate, teacher preparation or other academic program, including program requirements and program electives (*e.g.*, change in hours required, disciplines required, and/or list of courses)
- Creation of a new course without special designation, including converting an omnibus or individual variable topic course to a regular course

- Designating a course as a repeatable course
- Modification of the number of credit hours or attempts for a course designated as repeatable
- Modification of course number or course level
- Modification of course title
- Modification of course description
- Modification of course credit hours
- Modification of course prerequisites, co-requisites or registration restrictions
- Addition of a Community Engaged Learning component to a new or existing course

These changes are reviewed and approved by:

- Department Curriculum Committee or Honors Council Curriculum Committee
- Department Chair or Honors Program Director
- College/School Curriculum Committee (except for Honors proposals)
- For all Community Engaged Learning proposals, the Community Engaged Learning Committee
- Dean or designee or Associate Vice President for Undergraduate Studies
- For all Honors proposals, the Faculty Senate Curriculum Committee and
- Provost or designee

4.01.03 Non-substantive Curriculum Changes – Department Level

The following changes require Department Curriculum Committee or Honors Council Curriculum Committee review. These changes are published in the *University Catalog and must be submitted to the Provost's Office by the catalog deadline published in the Academic Affairs Procedural Calendar.* Please note that in addition to the below steps, all Honors Program proposals will require Faculty Senate Curriculum Committee review and reporting.

- Add or remove a course cross-listing,
- Archive (temporarily remove) or delete (permanently remove) a course from the curriculum,
    - A course cannot be archived or deleted until it is removed from all locations in the catalog. Departments requesting an archive or deletion of a course should ensure that it has been removed from all program and course listings in which it appears. This may require coordination with other departments to submit program or course modification proposals. A request to archive or delete a course without complete supporting proposals to remove the course from other programs and courses will be denied until all required proposals are submitted.
- Reactivate a course from archived status.

These changes are reviewed and approved by:

- Department Curriculum Committee or Honors Council Curriculum Committee,
- Department Chair or Honors Program Director,
- Dean or designee or Associate Vice President for Undergraduate Studies,
- For all Honors proposals, the Faculty Senate Curriculum Committee and,
- Provost or designee.

The following changes require Department Curriculum Committee or Honors Council Curriculum Committee review. Please note that in addition to the below steps, all Honors Program proposals will require Faculty Senate Curriculum Committee review and reporting.

- Addition or modification of an omnibus, independent study*, or individual variable-topic course
- Addition or modification of a 30-character transcript course title
- Addition or modification of course instructional activity or schedule type
- Addition or modification of a course grade mode
- Banner enforcing existing prerequisites, co-requisites, and registration restrictions
- Remove Banner enforced prerequisites, co-requisites, or registration restrictions
- Modification of the distribution of credit hours
- Modification of course contact hours
- Modification of student behavioral learning objectives
- Modification of assessment criteria and
- Modification of course content or outline

These changes are reviewed and approved by:

- Department Curriculum Committee or Honors Council Curriculum Committee,
- Department Chair or Honors Program Director,
- Dean or designee or Associate Vice President for Undergraduate Studies and,
- For all Honors proposals, the Faculty Senate Curriculum Committee.

**Independent Study courses do not require the approval of the Department Curriculum Committee unless submitted by the Honors Program.*

4.02 Program and Course Documentation

The online *University Catalog* management system serves as the official documentation of all university programs and courses. It is the basis for the software used to build class schedules, degree audit systems, student transcripts, and many other university tracking and reporting requirements used internally and externally. It is critical that departments ensure that programs and courses are accurate and up-to-date. Should there by conflicting information, the information contained in the *University Catalog* is the binding record that will supersede any other records.

4.03 Course Credit Faculty Contact and Student Work Hours

To maintain regional accreditation, federal financial aid funding, and state funding, all courses offered at MSU Denver must comply with the federal definition of a credit hour and state reporting guidelines.

Federal Definition of a Credit Hour

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other

activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

Guidance on applying credit hour time in a course is provided in the appendices.

4.04 Special Types of Courses

4.04.01 Cross-listed Courses

Cross-listed courses are "parent" courses listed under two or more course prefixes in the *Catalog* and allow departments to offer courses pertinent to more than one academic program in an efficient manner. Cross-listed courses are also footnoted in the class schedule. Students receive course credit only under the course prefix for which they have enrolled. Students may not receive duplicate credit under other associated prefixes.

Cross-listed courses:

- May be offered as a single section or multiple sections,
- May consist of a combination of regular, omnibus or variable topics courses,
- Require approval by all impacted departments for cross-listing a specific course,
- Must carry the same course title, course description, course level and number of credit hours across all prefixes,
- Require departments to collaborate on course scheduling,
- Require notification to other impacted departments and a new cross-listing agreement through the curriculum management system for any modifications to the course and,
- Require notification to other departments before initiating a course archive or deletion.

4.04.02 Independent Study Courses

Independent study courses provide students the opportunity to pursue in-depth study of a topic of special interest. Independent studies:

- Will use either 3808 or 4808 for their course number,
- Require the submission of an Independent Study Course proposal,
- May not duplicate a regular course unless the regular course is required for the student's degree program and was cancelled or is not offered during a given semester. In this case, the independent study section of the course should remain under the original course number but should be submitted on the Independent Study Course form in the Curriculum Management System,
- Are typically reserved for junior- or senior-level students,
- Require the supervising instructor to receive Institutional Review Board approval for independent studies involving human subject research before the student is allowed to begin the course,
- May not be listed in the Catalog as a degree requirement but may be listed as an optional or elective course in the program,
- A maximum of 4 students may be enrolled in each independent study course,
- All independent studies will be repeatable for up to 12 credit hours and,
- An individual section for each approved independent study will be built by the department for the student to enroll in after the submitted proposal is approved by all levels.

Department chairs are responsible for assuring that the instructor is qualified to supervise an independent study, and that the student has adequate preparation to complete an independent study successfully. Department chairs must also ensure that the number of course contact hours required are met in every course.

Independent Study Courses offered multiple times should be considered for a conversion as a regular course. The Dean's Office or Office of Curriculum, Academic Effectiveness, and Policy Development can assist departments in exploring this option.

4.04.03 Internship Courses

Supervised work-oriented instruction* involving the implementation of classroom or laboratory experiences coordinated by** a faculty member.

- Internship credit hours may range from one to fifteen (1-15) credit hours per course.

**** Work-oriented instruction*** *includes projects, duties, and activities that would be similar to those needed or used in an employment setting related to the student's program of study. The work should be structured and supervised by a professional in the field with the experience and background to provide support and feedback to the student.*

*** **Coordinated by** generally means the faculty member defines the learning objectives and academic assignments but may not be physically present with the student.*

For more detailed information about the qualities of an internship, please see the Internship Program in the Classroom to Career (C2) Hub.

4.04.04 Omnibus Courses

Omnibus courses are temporary courses that are not listed in the Catalog. They can be used to pilot test a course, present a special topic, or provide a unique, experiential-learning opportunity.

Omnibus courses:

- Require submission of an Omnibus Course proposal,
- Conform to credit hour distributions appropriate to the schedule type,
- Use a specified range of course numbers: 190_, 290_, 390_, 490_ and include an alpha character in the course number, typically assigned by the Registrar,
- May be offered a maximum of three (3) times,
- May be converted into a regular course through the substantive curriculum change process,
- Do not qualify for any special designations, i.e.., General Studies, Ethnic Studies & Social Justic, Senior Experience, Community Engaged Learning and,
- May not be listed in the Catalog as a program requirement.

4.04.05 Practicum Courses

Practicum courses consist of work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision* of a faculty member.

- Practicum or clinical practicum credit hours may range from one to nine (1-9) credit hours per course.

** **Direct Supervision** generally means the faculty member is physically present with the student, or within an immediate proximity, such as on the same floor, and available to respond to the student's needs.*

4.04.06 Study Abroad Courses

Study abroad courses consist of instructional activities conducted in and involving travel to another country, as guided by faculty. Study abroad courses must meet federal and state requirements regarding credit and contact hours for lecture- and field-based courses, or some combination thereof. Please contact the Office of International Studies for detailed policies and procedures.

Curriculum offered for study abroad must have passed all normal levels of curriculum review prior to being included in a study abroad proposal and submitted to the University Study Abroad Committee. A study abroad proposal must contain approved syllabi for courses that have been signed by the Department Chair and Dean.

Departments may assign an instructional method in class schedule to offer courses as study abroad formats only after the Study Abroad Proposal has been approved by the University Study Abroad Committee.

4.04.07 Variable Topics Courses

Variable topics courses allow courses of varying titles under an "umbrella" course/theme.

- The umbrella course university required course materials must specify whether students may enroll in multiple variable topics courses under an umbrella theme (i.e. repeatable courses and state the minimum and maximum number of credit hours allowed).
- The umbrella course description must be broad enough to cover all topics taught under it.
- All specific variable topics courses must have unique course descriptions that relate clearly to the umbrella theme.
- Student learning objectives must align across the umbrella course and its related variable topics courses.
- Only the umbrella course description appears in the *University Catalog*; individual variable topics course descriptions appear in the class schedule. Departments may not schedule the umbrella course and may only schedule the individual variable topic courses.
- Variable topics courses offered on a regular basis should be considered for conversion into regular courses.

5.00 Courses with Special Designation

For any special designation course, please note that any modification to the course will restart any redesignation clock requirements since the university undertakes a full review process for any course modifications.

5.01 General Studies Courses

A baccalaureate degree includes a broad-based education that prepares students for focused study in an academic major.

5.01.01 General Studies Mission and Goals

The General Studies program provides the foundation for the Bachelor's degree. Students develop thinking, reasoning, and communication skills while discovering new ideas and expanding their views. The coursework is designed to create the opportunity for learning across different disciplines and builds experiences for students as they grow into lifelong learners.

5.01.02 Course Categories, Student Learning Objectives

The General Studies program is structured around the following three goals for student learning:

- Develop intellectual and practical skills:
- Explore essential knowledge, perspectives, and methods in Arts and Humanities, History, Social and Behavioral Sciences, and Natural and Physical Sciences:
- Understand the global interconnectedness of diverse individuals, communities and societies.

Each goal is supported by a set of Student Learning Outcomes (SLOs) that are addressed by the courses in one or more of eight different categories.

Social and Behavioral Sciences (6 credit hours)

Courses in Social and Behavioral Science study the behavior and actions of individuals, groups, and/or institutions using scientific methods and approaches. Social and Behavioral Science also develops a student's ability to examine and influence those behaviors and actions between and among larger social, economic, political, and/or geographic contexts.

1. Describe fundamental concepts in the social and behavioral sciences.
2. Examine how individuals, groups, communities, and social institutions relate or interact with each other and/or the natural world using theories and methods in the social and behavioral sciences.
3. Engage with social and behavioral science tools, approaches, and skills to explore complex human, social, political, cultural, and/or global interactions and issues.

Arts and Humanities (6 credit hours)

In Arts and Humanities courses students interpret, analyze, and create texts and other artistic works to deepen their understanding of the various contexts that shape the human experience and explore fundamental questions of identity, value, diversity, and meaning.

1. Describe how the context (historical, racial, ethnic, material, technological, religious, intellectual, cultural, gender, etc.) influences the creation, content, or interpretation of a text, performance, work of art, etc.
2. Critically engage with a text, performance, work of art, etc. by applying social/political, epistemic, aesthetic, pragmatic, moral/ethical, or other discipline-appropriate standards.
3. Implement course content or skills through the creation of an original project (essay, argument, narrative, reflection, oral presentation, performance, work of art, etc.).

Natural and Physical Sciences (6 credit hours)

The Natural and Physical Sciences involve discovering knowledge in natural or physical sciences, applying scientific thinking and reasoning, and critically thinking about the use of scientific information.

1. Explain the foundational knowledge of a particular field of natural or physical science
2. Apply principles and techniques of scientific thinking.
3. Evaluate the credibility of scientific information and interpret the impact of its use or misuse in society.

Historical (3 credit hours)

Historical thinking contextualizes the present by using a wide range of sources and methods to understand how people experienced the past.

1. Demonstrate the ability to locate sources when information is needed, and to evaluate the authenticity, validity, and reliability of resources applied to a specific purpose,
2. Communicate in writing with an awareness of audience, by using language conventions appropriate to the occasion and task,
3. Demonstrate historical knowledge of the United States, the world, or one of the major regions of the world,
4. Demonstrate, using historical sources, how context and contingency influence change over time, and
5. Develop an effective historical interpretation and marshal primary and/or secondary source evidence to support it.

Quantitative Literacy (3 credit hours)

Competency in quantitative literacy represents a student's ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. The main focus of each Quantitative Literacy course is the use of mathematical techniques and analysis, with problems from a broad spectrum of real-life and abstract settings requiring translation to and from mathematical forms.

1. Apply mathematical techniques to the analysis of quantitative problems,
2. Communicate the mathematical process and results in text, graphics, and symbols.

Oral Communication (3 credit hours)

Students learn to perform effective and ethical oral communication that is appropriate to diverse audiences, settings, media, and goals

1. Develop a clear, purposeful message with coherent and effective content.
2. Incorporate various and credible supporting material (e.g. examples, statistics, analogies, illustrations, and quotations).
3. Practice effective listening strategies that enhance understanding, evaluation and engagement.
4. Adapt to varied audiences, their beliefs, values, and attitudes, as well as to features of contexts, situations, and interactions.

5. Perform skillful non-verbal communication (e.g. vocal variety, pace and physical behavior) appropriate to audience and context.
6. Perform skillful verbal communication (e.g. clear, vivid, and/or compelling language) appropriate to audience and context.

Written Communication (6 credit hours)

Written communication is the development and expression of ideas in writing across many genres and styles. It includes understanding how writers may shape texts for their specific rhetorical situation. It includes multimodal composing and the creation of texts that combine words, images, and/or data. Written communication abilities develop through interactive and iterative experiences across the curriculum.

1. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
2. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
4. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
5. Use an appropriate documentation system.
6. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Global Diversity (3 credit hours)

Global Diversity refers to a student's ability to critically analyze and engage complex, interconnected global systems (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. These courses will introduce students to various concepts toward valuing diversity and the importance of inclusivity. Students should seek to understand how their actions affect both local and global communities. Courses in this category must contain a majority of material from one or more regions or countries outside the U.S.

These courses must also be designated in one of the Arts & Humanities, History, Natural & Physical Sciences, or Social & Behavioral Sciences course categories. These courses will count in both categories.

1. Describe the implications of global interconnections, including their impact on culture, societies, the environment, or the individual.
2. Analyze connections between worldviews, experiences, and power structures of differing cultures in historical or contemporary contexts.

5.01.03 Review and Approval of Policies and Procedures

Faculty in any department, school or college may submit a General Studies course, provided that the course reflects faculty expertise in teaching the specific Student Learning Objectives. Given the breadth of the General Studies program, it would be extremely rare for a department to have faculty specialists in more than four General Studies categories (including Global Diversity). Each course, including cross-listed courses, may only be submitted for one course category, with the

exception of the Global Diversity category as addressed in Section 5.01.02 above. The application must designate the appropriate course category.

- All Written Communication, Oral Communication, Quantitative Literacy, and Historical category courses must be lower division. An exception here are courses in the Written Communication category that align with the Advanced Writing GT-CO3 designation in the Colorado gtPathways General Education Curriculum Guidelines. Guidelines may be found by visiting the Colorado Department of Higher Education website.
- Upper-division General Studies courses must include at least one lower-division prerequisite. Please note that there are no upper-division courses approved for guaranteed transfer within the gtPathways program.
- Departments seeking a new General Studies designation and those with existing General Studies courses should offer these courses at least one per academic year. When seeking General Studies redesignation, departments will be asked to document the frequency of course offerings in the preceding few years.
- No omnibus or variable topics courses shall be approved for General Studies.
- Self-paced courses are not permissible for Written Communication, Oral Communication, or Quantitative Literacy categories.

Students may be required by their major department to take specified General Studies courses, but overprescribing General Studies requirements disadvantages transfer students and risks violating state statute. Departments are encouraged to footnote prerequisite or ancillary courses that students can apply toward General Studies requirements rather than prescribe specific General Studies courses.

Category Notations

Written Communication	WC12
Quantitative Literacy	QL12
Oral Communication	OC12
Arts and Humanities	AH12
Historical	HI12
Natural and Physical Sciences	NS12
Social and Behavioral Sciences	SB20
Global Diversity	GD12

For a new or existing course to receive a designation as General Studies, it must be reviewed and approved as a substantive curriculum proposal at university level. Submissions must include the General Studies materials. Faculty seeking another special designation for an existing General Studies course should consult with the Chair of the Faculty Senate General Studies Committee about any implications for the General Studies program. Curriculum modifications are subject to holistic review by relevant committees as defined by Section 4.00 of this manual. Department Curriculum Committees are encouraged to consult with the Faculty Senate Curriculum Committee Chair or the Director of General Studies.

The General Studies Committee will review courses for new or existing General Studies designation simultaneously with the FSCC. The General Studies Committee will do one of the following:

- recommend conferral of a particular General Studies designation,

- recommend denial of the General Studies designation or,
- recommend changes to the course syllabus and/or request additional documentation in the General Studies proposal form before making a final recommendation to the FSCC.
- If the General Studies Committee denies a General Studies designation, the G.S. committee chair will provide written documentation to the FSCC specifying the rationale for the denial.

After receiving the General Studies Committee recommendation, the FSCC will:

- approve the course for inclusion in the curriculum but not accept it for General Studies designation,
- approve the course for inclusion in the university's curriculum and approve it for the General Studies program,
- deny a new course for inclusion in the curriculum,
- deny modifications to an existing course.

If a course is not approved for General Studies designation, the Faculty Senate Curriculum Committee will return the proposal to the submitting department chair with the rationale for the decision.

The Faculty Senate Curriculum Committee shall have the following powers and responsibilities concerning General Studies in consultation with the General Studies Committee:

- to determine, subject to the approval of the Faculty Senate, criteria for the acceptability of the courses proposed for General Studies designation,
- to review the curriculum guidelines for General Studies and their implementation, and participate in setting standards where necessary regarding transfer students and special situations,
- to decide whether certain published degree programs shall be exempted from any General Studies requirements. This provision shall not be interpreted as granting the Faculty Senate Curriculum Committee any powers now exercised by the Board of Academic Standards Exceptions.

5.01.04 Assessment

Each General Studies category will be assessed on a regular cycle. Departments offering General Studies courses agree to participate in formal assessment of those courses at least one every seven years. Assessment is based on the Student Learning Objectives noted in 05.01.02 above. Courses that are not assessed in that seven-year cycle could lost the General Studies designation. For information on General Studies assessment see this website

5.01.05 General Studies Program Requirement Amendment Process

The amendment process for the General Studies Program Requirements shall follow the same process as substantive program changes.

5.01.06 Transferability of General Education [General Studies] Courses

Colorado state statutes require all state-funded institutions to facilitate the transfer of general education courses across all two-year and four-year Colorado institutions.

These statutes must be taken into account when proposing any curriculum changes.

- Departments and review committees need to have a working knowledge of: state policy regarding general education and degree completion http://highered.colorado.gov/Publications/Policies/Current/i-partI.pdf)
- Statewide Transfer Articulation Agreements pertaining to MSU Denver and the university's institutional Transfer Guides (see http://highered.colorado.gov/Academics/Transfers/Students.html)
- Other institutions' general education courses that are approved for statewide transfer

The Office of Academic Affairs can assist departments and committees in locating and interpreting state statutes and policies governing general education course transfer.

5.01.07 State Guaranteed Transfer Pathways (gtPathways) Options

Departments may submit General Studies-designated courses to the Colorado Department of Higher Education for review and approval as state Guaranteed Transfer pathways (gtPathways).

Information on the submission, review and approval process is located at this website. The office of Academic Affairs can assist departments in locating and interpreting gtPathways submission and review information.

5.02 Ethnic Studies & Social Justice (ESSJ) Courses

5.02.01 Ethnic Studies & Social Justice Course Goals, Student Learning Outcomes

Ethnic Studies is rooted in a social justice approach to studying historically marginalized communities of color. The Ethnic Studies & Social Justice (ESSJ) curriculum requirement is designed to equip students with the tools to challenge, understand, and contextualize the treatment of racially and ethnically marginalized groups in the United States. As a fluid and contested space, the United States has been a historically, geographically, and politically contingent region. These courses center the experiences of marginalized groups and examine the ways in which the existences and experiences of these groups have been historically shaped by oppression and systems of white supremacy. ESSJ coursework interrogates relationships between power, privilege, and oppression. Students explore how power and privilege in the past and present maintain oppression. Additionally, course content examines the resilience, activism, and advocacy of racially and ethnically marginalized groups to counter oppression and systems of white supremacy. Students learn to recognize key moments of liberation and those movements that advance social justice for racially and ethnically marginalized groups. Course content and materials may also examine and interrogate the oppression of other groups whose marginalized identities have been racialized and who have been thus oppressed as racial or ethnic minorities.

At the conclusion of an Ethnic Studies and Social Justice course, students will be able to:

- Define and understand key critical theories and concepts that inform discussions of racism and colonialism as they overlap with other systems of power as historically situated in the U.S.
- Define and apply concepts of social justice within specific curriculum and course content to demonstrate the impact of racial and ethnic inequality in the U.S.
- Identify and evaluate unequal power relationships between and/or among, one or more marginalized groups in the U.S.
- Recognize and describe ways in which power and privilege are held and upheld by dominant groups in relation to marginalized groups and/or individuals.
- Analyze the effects of institutional oppression on marginalized groups in the U.S.

5.02.02 Review and Approval Policies and Procedures

The minimum number of credit hours per course is three (3).

Measurable student behavioral learning objectives should be stated so that the criteria listed under the ESSJ requirement are met.

For a new or existing course to receive the designation as (ESSJ), it must be reviewed and approved by the Faculty Senate Curriculum Committee as a substantive curriculum proposal (see Section 4.01).

This is true whether or not the existing course is being modified in conjunction with the request for the ESSJ designation, since the conferral of the designation requires a change in the *Catalog* description for the course.

The following procedures apply to the submission of the proposal.

The following documentation must be submitted:

- The proposal for requesting ESSJ designation,
- Program modifications proposal, if applicable (*i.e.*, if the program description changes in any way as a consequence of the new designation) and,

The enrollment level per section should be appropriate for meeting the goals of the course.

The Ethnic Studies & Social Justice Curriculum Review Committee (ESSJCRC) will review courses for new or existing ESSJ designation simultaneously with the FSCC.

The ESSJ Curriculum Review Committee may:

- recommend conferral of the ESSJ designation,
- deny conferral of the ESSJ designation and,
- recommend changes to the course syllabus or request additional documentation in the ESSJ proposal form before making a final recommendation to the FSCC.

The ESSJ Curriculum Review Committee's recommendation for a course should be communicated to the FSCC for consideration and appropriate action. If the ESSJCRC denies an ESSJ designation, the committee chair will provide written documentation to the FSCC specifying the rationale for the denial.

The FSCC may:

- approve the course for inclusion in the university's curriculum but not approve it for ESSJ designation,
- approve the course for inclusion in the university's curriculum and approve it for ESSJ designation.

If a course is denied for ESSJ designation, the Faculty Senate Curriculum Committee will return the proposal to the submitting department with the rationale for the decision.

Modifications to an existing course with the ESSJ designation must be approved through the substantive curriculum process.

The amendment process for the ESSJ designation requirement shall follow the same substantive process.

5.02.03 Transferability of Ethnic Studies & Social Justice Courses

The Ethnic Studies & Social Justice Curriculum Review Committee will evaluate transfer courses that do not have a university equivalent to determine if the course meets MSU Denver criteria for the Ethnic Studies & Social Justice course requirement.

5.03 Senior Experience Courses

5.03.01 Senior Experience Course Goals, Student Learning Outcomes

The Senior Experience course provides a culmination of the undergraduate experience, allowing students the opportunity to use the knowledge gained from their undergraduate studies to synthesize, using critical analysis and logical thinking. As such, the Senior Experience course is a "capstone" course, which requires students to integrate their knowledge and skills.

The Senior Experience course must provide the students the opportunity to:

- synthesize learning through critical analysis and logical thinking,
- apply theoretical constructs to practical applications,
- critique philosophical tenets and current practices,
- integrate and refine oral and/or written communication skills and,
- verify their expertise.

5.03.02 Review and Approval Policies and Procedures

- The course(s) are at least three (3) credit hours of credit in total at the 4000 level,
- The course may be either broadly or narrowly conceived and may focus on the specific purpose of a particular major or minor, or may encompass learning from several areas,
- The Senior Experience requirement may be satisfied in a variety of offerings, e.g., a departmental seminar, an interdisciplinary seminar, a senior thesis or independent project, independent study, an internship or practicum, a portfolio, or a public performance,
- The course must be taken at MSU Denver,

- The course must include "senior standing" or permission of Department as a Catalog prerequisite and senior standing as a class restriction, in addition to other prerequisites designated by the department and,
- The Senior Experience requirement may NOT be met by an variable topics course.

For a new or existing course to receive the Senior Experience designation, it must be reviewed and approved by the Faculty Senate Curriculum Committee (FSCC) as a substantive curriculum proposal (see Section 4.01).

This is true whether or not the existing course is being modified in conjunction with the request for Senior Experience designation, since the conferral of the designation requires a change in the Catalog description for the course.

The FSCC may:

- approve conferral of the Senior Experience designation,
- not approve conferral of the Senior Experience designation or,
- recommend changes to the course syllabus or request additional documentation in the Senior Experience proposal form before making a final recommendation to the Faculty Senate.

Modifications to an existing course with Senior Experience designation must be approved through the substantive curriculum process before being sent to the Faculty Senate Curriculum Committee. The FSCC may:

- approve the course modifications, and approve continuation of the existing Senior Experience designation or,
- approve the course modifications, but not approve continuation of the existing Senior Experience designation, if the changes to the course substantively alter the required Senior Experience criteria.

If a course is not approved for Senior Experience designation, the Faculty Senate Curriculum Committee will return the proposal to the submitting department with the rationale for the decision.

The amendment process for the Senior Experience designation requirement shall follow the same substantive process.

5.03.03 Transferability of Senior Experience Courses

Senior Experience courses must be taken at MSU Denver. Transfer courses may not be used to fulfill the Senior Experience requirement.

5.04 Community Engaged Learning Courses

5.04.01 Community Engaged Learning Course Goals, Student Learning Outcomes

At MSU Denver, community engaged learning is defined as a form of experiential learning in which students combine classroom experience with community-based engagement that:

- Meets an identified community need,
- Provides a structured opportunity for students to reflect on the community engagement activity in such a way as to gain further understanding of course content,
- Balances student goals and community goals through collaborative development of mutually beneficial course content and community engaged learning opportunities,
- Engages students in structured preparation for, participation in, and reflection on community engaged learning experiences.

Community Engaged Learning is a pedagogical method that combines classroom instruction with coordinated, integrated, and structured community engagement. This teaching method is adaptable across all disciplinary and school divides and is appropriate at any educational level.

At the conclusion of a Community Engaged Learning (CEL) section of a course, students will be able to:

- Demonstrate the ability to engage in personal and critical reflection on the learning experience, focusing on the development of essential skills (e.g., leadership, flexibility, and resilience),
- Relate the community engaged learning experience to core concepts and outcomes,
- Assess the community engaged learning experience to explain how work with community partners addressed mutual goals and provided value to all involved,
- Interpret and communicate the community engaged learning experience to a wider audience, disseminating insights and information beyond the classroom.

5.04.02 Review and Approval Policies and Procedures

Any academic unit may propose a course for a CEL designation at its own discretion. When the designation is granted, it can then be applied to any or all sections of the course as the academic unit desires. Although the designation is granted to the course, not all sections of that course must use the designation.

Measurable student learning outcomes must be stated so that the criteria listed under Student Behavioral Learning Objectives of Service Learning are met. The course documentation must identify SBLOs that apply only to the CEL designated sections with a CEL in parentheses at the end of the SBLO.

To qualify as a CEL eligible course, community engaged learning must comprise at least 33% of the graded material in the CEL sections, as well as receive consideration in course discussions, lectures, and activities. (Sections that do not use the CEL designation do not need to do any grading based on community engaged learning). The course documentation must identify the methods of student evaluation that apply only to the CEL designated sections with an CEL in parentheses.

Community Engaged Learning sections are designated with the CEL designation in the Banner system. The academic unit is responsible for identifying which sections of multi-section course offerings are to be designated.

The proposing department will work with the Community Engaged Learning Curriculum Review Committee (CELRC) in the Classroom to Career Hub (C2 Hub) in developing the Community Engaged Learning (CEL) proposal to ensure its completeness.

The Classroom to Career Hub will house the Community Engaged Learning Curriculum Review Committee (CELCRC) to recommend approval of the Community Engaged Learning designation portion of curriculum proposals. The committee will consist of two faculty/staff members from the Classroom to Career Hub and will have one representative assigned from the FSCC or one of the FSCC subcommittees and one representative from Graduate Council.

The following information must be submitted to the CELCRC in addition to other curriculum documentation:

- Program Modification, if applicable (i.e., if the program description changes in any way as a consequence of the new designation),
- Current syllabus (for an existing course) and,
- For General Studies courses, documents for re-approval of General Studies designation.
- The enrollment level per section should be appropriate for meeting the goals of the course. *The recommended maximum class size must be stated in the proposal.*

After the CELCRC receives a course proposal, the CELCRC may:

- Recommend conferral of the CEL designation,
- Not approve conferral of the CEL designation and,
- Recommend changes to the course syllabus or request additional documentation in the CEL proposal form before making a final recommendation to the college or school curriculum committee.

The CELCRC's recommendation for a course will be communicated to all other curricular levels for consideration and appropriate action. If the CELCRC denies a Community Engaged Learning designation, the committee chair will provide written documentation to the department specifying the rationale for the denial.

Since course approvals fall under the purview of the school, college, or Graduate Council curriculum review committees, these committees may:

- Approve the course for inclusion in the university's curriculum but not approve it for CEL designation,
- Approve the course for inclusion in the university's curriculum and approve it for CEL designation.

Courses approved for CEL designation will be reported out at Faculty Senate during the normal FSCC Senate Report so that Community Engaged Learning designations are announced to the university-wide faculty body.

5.5 Course Markers

5.05.01 Purpose and Use

Course markers are labels assigned to individual courses or sections in the course registration system to provide students with important information about course characteristics that are not formal curriculum attributes (e.g., General Studies attributes or graduation requirements such Senior Experience). Unlike other curricular designations, course markers can be applied flexibly each semester based on course offerings and section-specific conditions. These markers are intended to improve student awareness of learning opportunities and cost considerations while allowing faculty and departments to apply them without extensive curriculum review.

Course markers may overlap with other curriculum designations, but they cannot replace or stand in for other designations or approval processes.

Student graduation or curriculum requirements cannot be based solely on course markers; graduation or curriculum requirements require a separate curriculum designation. For instance, a major program could not require students to take a course with a particular marker. The program could, however, require that students complete one from a list of courses, all of which happen to regularly carry those markers. Markers are distinct from other types of course designations described in the Curriculum Manual.

5.05.02 Review and Approval Policies and Procedures

Any entity may propose a new formal course marker to the Faculty Senate Curriculum Committee (FSCC). The FSCC reviews proposals for new course markers and reports on approval/refusal of proposals or refers them to the Faculty Senate for review in accordance with committee and senate bylaws.

Proposals should include:

- A justification for the creation of a course marker that includes the anticipated benefit to students.
- A practical and clear definition of what attributes qualify a course section for the marker. The definition should offer a noncontroversial, efficient test for determining whether or not a course or section merits a course marker.
- Any requirements or rules for faculty or programs requesting a marker be applied to a course or section.
- A designee or designated office to coordinate labeling courses with markers. The designee or designated office will be responsible for communicating marked courses to the Registrar's Office for inclusion in course registration materials.

Unlike other formal curricular designations, approved course markers applied to individual courses or sections:

- May be self-reported by academic units or faculty each semester based on instructional plans.
- Will be collected, screened, and reported out by the Registrar's Office's designee.

- Do not require Faculty Senate Curriculum Committee (FSCC) or university-level review, though routine auditing of course marking practices will occur. That auditing will be the responsibility of the FSCC and Registrar's Office.

Departments and instructors wishing to apply existing course markers should follow these steps:

- Submit course marker applications for courses/sections to the Registrar's Office's designee as soon as possible after the creation of a semester course schedule, preferably prior to students registering for courses. The Registrar's Office or designee may reach out to academic programs proactively to solicit marker designations.
- Ensure consistency with designation criteria (e.g., for Low Cost Course Materials, faculty must verify that required instructional materials fall under the set cost threshold).
- Update course markers each semester to reflect any changes in course design, instruction, costs, content, etc.

5.05.03 Registration and Catalog Integration

To improve transparency and accessibility, course markers will be displayed in the course registration system and elsewhere, as appropriate. Course markers will not appear as permanent designations in the university catalog or curriculum management systems, as they may be subject to change each semester.

5.05.04 Approved Course Markers

5.05.04.01 Low Cost for Course Materials (LCM) and No Cost for Course Materials (NCM).

These markers are applied to courses where the total cost of required instructional materials meets affordability criteria defined by the university. These designations help students make informed decisions about course selection based on the cost of required educational materials.

Definitions:

- Low Cost for Course Materials (LCM): Courses for which the total cost of required instructional materials $40 or less (not including taxes or delivery/processing fees).
- No Cost for Course Materials (NCM): Courses for which all required instructional materials are free (e.g., Open Educational Resources, library-licensed materials, or faculty-created content).

Requirements:

- Faculty or appropriate departmental representatives must affirm that required instructional materials meet the cost threshold before the semester begins.
- If costs change (e.g., a new required textbook is introduced), the marker should be updated or removed.
- These markers apply to required course materials only; optional purchases do not affect the designation.

6.00 Program Establishment Policies and Procedures

(see separate procedure for forming new School/College)

6.01 Degree Programs: Development, Review and Approval

All new programs are a significant undertaking that should be entered into with foresight and planning to minimize negative consequences for the department, and for other university programs and offices, while maximizing the opportunities for the new program's success. Departments should plan to enter the program establishment process with a clear understanding of the needs they wish to fill and the alignment with the university's mission and vision.

Departments are encouraged to allow sufficient time to:

- conduct meaningful planning,
- complete multiple levels of the program establishment process,
- develop a complete and accurate curriculum proposal,
- complete all levels of internal and external review and approval and,
- meet curriculum deadlines.

New degree programs cannot be entered into the *Catalog* unless all requirements have been met and all approvals have been obtained by the substantive curriculum change deadline. Departments planning a new program should work directly with the Curriculum, Academic Effectiveness, and Policy Development Office through the new program process. Consult the current undergraduate catalog for requirements that all undergraduate majors must meet. A major must be at least 30 credits in size.

6.01.01 Pre-Planning, Development Considerations

Departments are responsible for completing all of the steps outlined in Section 06.01.03 before embarking on a new program curriculum proposal.

In addition, departments should:

- Submit the intent to propose form to indicate departmental intent to move forward with a new program.
- Ensure that the proposed program is compatible with the university's role and mission,
- Meet with the Curriculum, Academic Effectiveness, and Policy Development Office to discuss curriculum design within the context of accreditation criteria, state statutes and institutional policy considerations,
- Conduct a thorough market analysis for the new program using a range of sources beyond current student and department advisory board input to gauge external demand for the program, workforce trends, enrollment trends, and competition from other institutions,
- Work with the Dean's office to identify and evaluate all resource needs from program launch through maturity, and to discuss the probability that those needs can be reasonably met.

6.01.02 Letters of Acknowledgment

Communication is needed when a curriculum proposal issued by a department may overlap with another course or program offered by another department. Such potential impact can be

administrative or academic. Letters of acknowledgment are required for all potential sources of overlap.

Originators are responsible for ensuring that current, complete, and accurate copies of all letters of acknowledgment are obtained and are available for submission with the Program Establishment proposal.

If a proposed program includes any teacher licensure, teacher preparation, or teaching endorsement components the School of Education must be included on the program establishment proposal and the new program proposal.

6.01.03 Program Establishment Review and Approval

A Program Establishment form is required for all new programs regardless of type. They are reviewed and approved at the following levels:

- Originator
- Department Curriculum Committee
- Department Chair/Director
- College/School Dean
- Faculty Senate Curriculum Committee
- Academic Affairs Senior Leadership
- Associate Vice President for Curriculum, Academic Effectiveness, and Policy Development
- Provost and Executive Vice President of Academic Affairs
- President
- Board of Trustees

Each level of review is responsible for ensuring that the proposal is complete as well as academically and fiscally sound.

Each level of review reserves the right to deny support for the establishment of a new program, based on thoughtful review and sound rationale.

Departments and Deans should be prepared to present their Program Establishment Proposal to Academic Affairs Senior Leadership and the Board of Trustees.

Departments are responsible for addressing all questions and concerns raised during the Program Establishment review process before embarking on curriculum proposal development.

6.01.04 Internal and External Review and Approvals

Section 3.00 details the roles and responsibilities of internal and external review bodies.

Colorado Department of Higher Education policies are located at
http://highered.colorado.gov/Publications/Policies/

Higher Learning Commission policies are located at:
https://www.hlcommission.org/Policies/policy-index.html

6.02 Concentrations within an Existing Degree Program

New concentrations within an existing degree program are required to complete the Program Establishment Process for concentrations, and are processed through all internal review and approval bodies including the Board of Trustees (see Section 3.00). While no size requirement exists for concentrations, it is recommended that a concentration be between 9-18 credits.

6.03 Academic Minors

New academic minors are required to complete the Program Establishment process for minors and are processed through all internal review and approval bodies including the Board of Trustees (see Section 3.00). Undergraduate minors must be at least 18 credit hours in size.

6.04 Certificate Programs: Definitions and Policies

New certificates are required to complete the Program Establishment Process for certificates and are processed through all levels of internal and external review and approval (see Section 3.00). Undergraduate certificates must be at least 15 credit hours in size.

IMPORTANT NOTE:

The US Department of Education defines virtually all certificate programs as "Gainful Employment" programs, and requires institutions to complete a variety of compliance related reporting and tracking. Departments must work closely with Enrollment Services and the Office of Financial Aid when developing certificate programs to ensure that the university can meet implement the certificate program properly. For students in a standalone certificate program to receive financial aid, the certificate must be approved by the U.S. Department of Education prior to students enrolling. Departments wishing to ensure their certificate program is eligible for financial aid should work directly with the Financial Aid and Curriculum, Academic Effectiveness, and Policy Development Offices.

The National Center for Education Statistics and the state define certificates in terms of their relation to degree programs:

- Embedded certificates are designed from courses contained in a larger degree program such the certificate is completed by meeting certain degree requirements,
- Stackable certificates are a series of related certificates that can be "stacked" to complete a larger degree program and,
- Standalone certificates are designed to be completed independently of a degree program.

The National Center for Education Statistics and the state also define certificate levels:

- Level 01: Undergraduate certificate 29 credit hours or less (less than one year),
- Level 02: Undergraduate certificate 30 to 59 credit hours (at least one but less than two years),
- Level 03: Undergraduate 60 to 120 credit hours (two to four years),
- Level 04: Post-baccalaureate certificate equivalent to 18 semester hours beyond the bachelor's degree but does not meet the requirements of a master's degree. Post-baccalaureate certificates comprised solely of undergraduate courses (1000- to 4000-level courses are considered Level 01 undergraduate certificates).

Current university policies allow the following types of undergraduate certificates (subject to change as state and federal compliance warrants):

- Certificates of 15 to 29 credit hours requiring less than one academic year to complete and,
- Post-baccalaureate certificates comprised of 18 or more credit hours beyond the bachelor's degree, designed for students who have already completed a bachelor's degree.

Additional university requirements for all certificate programs are:

- All prerequisite courses must be listed clearly,
- Prerequisite courses may be part of the certificate itself or required as ancillary courses,
- At least one-third of the overall credit hours must be upper-division courses,
- No more than 40% of the certificate may be comprised of:
    - Transfer courses,
    - Workshop or advanced workshop courses (course numbers 2888 or 4888),
    - Cooperative education courses (course numbers 2980 or 3980),
    - Field experience or internship courses (course numbers 2990 or 4990),
    - Senior-level topics or seminar courses (course numbers 4900)
- Only one course substitution is permitted,
- Credit hours may not be waived from certificate programs and,
- A minimum grade of "C" is required in all courses in the certificate.

7.00 Discontinuing an Academic Program

Requests to discontinue programs are substantive curriculum changes processed at all internal levels of review and approval and include the Board of Trustees. Notification is submitted to the CDHE and HLC. Both the state and HLC require departments to specify a "teach out" plan to assist currently-declared students in completing the program. It is critical that proposals to discontinue a program are accompanied by concise letters of acknowledgment from all programs and offices affected directly or indirectly.

8.00 Instructional Activities and Methods

(see also Section 4.04 and supplemental curriculum information)

8.01 Instructional Activity

refers to all teaching and teaching-related activities, such as: curriculum development; preparing for and conducting class meetings, including laboratory, studio, clinical, practicum, or shop practice; developing instructional materials; preparing and grading assignments and examinations; conferring with students about coursework; non-credit and community services instructional offerings; engaging in other teaching-related activities; academic advising and career counseling of students; recruiting students; evaluating student transcripts and life experience equivalencies; assisting students in planning their programs of study; advising student groups; serving as a mentor to individual students; other related student life and student support activities; and other "hours arranged" such as credit by examinations and independent study. Non-instructional activity includes service and professional development.

Schedule Type: The Banner code identifies the instructional activity, such as lecture, lab, recitation, or seminar. Schedule type may impact class scheduling, rooming, and compliance reporting, and must accurately reflect the instructional activity and credit hour distribution of the course.

Instructional Activity/Schedule Type Definitions

- **Field Instruction/Experience:** Instructional activities focused on supplementing and/or extending content formally presented in a lecture or seminar course in a field-based setting, as guided by faculty.
- **Independent Study:** Student project or other required activity with minimal involvement association with faculty direction.
- **Internship:** Work-oriented instruction involving the implementation of classroom or laboratory experiences coordinated by* a faculty member.
- **Coordinated by** generally means the faculty member defines the order or priorities of activities for the student, but is not physically present with the student.
- **Laboratory, Academic or Clinical:** Instructional activities focused on student participation, experimentation, observation, or practice, as guided by faculty.
- **Lecture:** Formal presentation of content primarily delivered by one-way communication by the faculty.
- **Lecture/Field Experience, Seminar/Field Experience:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with instructional activities focused on supplementing and/or extending content formally presented in a lecture or seminar course in a field-based setting, as guided by faculty.
- **Lecture/Lab:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with instructional activities focused on student participation, experimentation, observation, or practice, as guided by faculty.
- **Lecture/Lab/Practicum:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with both instructional activities focused on student participation, experimentation, observation, or practice, as guided by faculty, as well as work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision* of a faculty member.
    - ***Direct Supervision*** *generally means the faculty member is physically present with the student, or within immediate proximity, such as on the same floor, and available to respond to the student's needs.*
- **Lecture/Practicum:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision* of a faculty member.
    - ***Direct Supervision*** *generally means the faculty member is physically present with the student, or within immediate proximity, such as on the same floor, and available to respond to the student's needs.*
- **Physical Education and Recreation Activity Courses:** Physical education and/or instructional activities focused on the development of skill proficiencies, as guided by faculty.
- **Practicum, Clinical Practicum:** Work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision* of a faculty member.
    - ***Direct Supervision*** *generally means the faculty member is physically present with the student, or within immediate proximity, such as on the same floor, and available to respond to the student's needs.*
- **Private Instruction:** Instructional activities focused on presentation or exploration of content in a one-to-one relationship, faculty to student.
- **Readings:** Specified readings that accompany another course or that may stand independently.

- **Recitation or Discussion:** Instructional activities focused on the reinforcement and/or enhancement of content formally presented in a lecture or seminar course.
- **Seminar:** Two-way student and faculty communication of course materials.
- **Student Teaching:** Faculty supervised learning experience in which the student applies knowledge gained in the teacher education program to a classroom setting.
- **Studio – Art:** Instructional and/or lab activities focused on painting, sculpture, and other artistic endeavors, as guided by faculty.
- **Studio – Music:** Instructional and/or lab activities focused on band, ensembles, music labs, and other musical endeavors, as guided by faculty.

8.02 Instructional Method

A course's instructional method, such as in-person or asynchronous delivery, identifies the way in which students interact with course content and the instructor. Instructional Method may impact class scheduling, rooming, and compliance reporting. MSU Denver is approved to offer courses in the following formats. New instructional methods may require approval of the Higher Learning Commission.

NOTE: Instructional methods are assigned by academic departments during class scheduling and do not require curriculum review.

NOTE: Some self-paced courses are offered outside the standard term, or semester. To receive financial aid for a self-paced course, students must register for the course by the course census date and complete the course within the standard term or part-of-term. If a student receives financial aid for other coursework, the student's Satisfactory Academic Progress (SAP) may be impacted if the student does not complete the self-paced course within the standard term or part-of-term.

- **In-Person:** Instructional activities are facilitated in-person at scheduled times, either on-campus or at other physical locations.
- **Hybrid In-Person:** Instructional activities are facilitated through scheduled in-person sessions and either a) asynchronous online instruction, or b) scheduled meetings using live virtual meeting technology.
- **Dual Mode: In-Person:** Instructional activities are facilitated in-person. The section is combined with an online section, creating a learning environment with in-person and online learners. Students are not able to switch between learning experiences during the semester.
- **SyncFlex:** Instructional activities are facilitated in-person and online using live virtual meeting technology. Students have the flexibility to choose between in-person and live virtual instruction each class session.
- **Hyflex:** Instructional activities are facilitated through: a) in-person class meetings; b) asynchronous online instruction; and c) online instruction using live virtual meeting technology. Students have the flexibility to choose between in-person, asynchronous, and live virtual instruction throughout the course.
- **Study Abroad:** Instructional activities are facilitated in another country and guided by faculty.
- **Dual Mode: Online:** Instructional activities are facilitated online. The section is combined with an in-person section, creating a learning environment with online and in-person learners. Students are not able to switch between learning experiences during the semester.
- **Synchronous Online:** Instructional activities are facilitated online at scheduled times through live virtual meeting technology. There are no location-specific requirements.

- **Asynchronous Online:** Instructional activities are facilitated online with no required scheduled meeting times. Assignments and assessments take place on a specific schedule. There are no location-specific requirements.
- **Hybrid Online:** Instructional activities are facilitated online through both asynchronous online instruction and at scheduled times through live virtual meeting technology. There are no location-specific requirements.
- **Self-Paced Asynchronous Online:** Instructional activities are facilitated online with no scheduled meeting times and no location-specific requirements. Students choose the pace of their progress within the course with few or no established due dates.

9.00 Grade Mode Definition

Grade modes determine how course grades appear on student records and transcripts.

- Grade mode must be entered on the course documentation.
- Only one grade mode can be assigned to a schedule type.
- Although the SIS catalog contains several grade modes, most are restricted to specific types of courses and/or programs.
- The most common grade mode is "L" for letter grade.
- See Appendix for current grade modes and corresponding schedule types.

10.00 Curriculum Deadlines Rationale

The *University Catalog* is published annually and governs academic programs and policies from fall semester through the following summer semester. A catalog addendum is published in summer as needed and cannot include curricular changes that would negatively impact or create undue burden on a student. Students' degree requirements are linked to a specific catalog year. Student financial aid disbursements are also linked to the annual *Catalog*. Therefore, it is imperative to have deadlines to ensure the timely publication and release of the *Catalog*.

Substantive curriculum changes that require external (state and/or HLC) review and approval must have received Board of Trustees approval at or before the January Board of Trustees meeting to ensure sufficient time for external review during the traditional cycle. Curriculum proposals that have not received all required levels of approval by the final deadline cannot be implemented until the next *Catalog* cycle.

Final curriculum deadlines are established to facilitate *Catalog* publication before the mid-March release of the fall schedule, and the early-April start of fall registration. The period between the curriculum deadline and Catalog publication allows sufficient time to compose, edit, proof and publish the online *Catalog*, and to build programs, degree audits and schedules in Banner Catalog and Degree Works.

11.00 Procedure for Changes to this Manual

It is the responsibility of the Faculty Senate Curriculum Committee to review and recommend changes to the *Manual*.

Once approved by FSCC, these proposed changes are to be submitted to the Faculty Senate Executive Committee so it can be shared on the Faculty Senate floor for a discussion and vote. Each edition of the manual must also be submitted to the Office of Academic Affairs for review and approval.

The manual should be considered for review every three years.

12.00 Catalog Addendum

A catalog addendum is published in summer as needed and cannot include curricular changes that would negatively impact or create undue burden on a student. This includes but is not limited to changing program requirements, increasing minimum passing grades, or removing program or courses. The office of Curriculum, Academic Effectiveness, and Policy Development will administer the addendum process.

Due to the timing of addendum deadlines against the fall schedule release, special designations (General Studies, Ethnic Studies & Social Justice, Community Engaged Learning, and Senior Experience) cannot be approved on the addendum. Proposals for special designations are approved once a year on the main curriculum cycle. Because even a small change to a course with a special designation triggers a full review, all these courses should wait for the September deadline to make those changes.

Changes at the program level will begin with the academic year which starts in the fall after the summer addendum is published. For example, the Summer 2024 addendum would be effective for the 2024-2025 Academic Year.

Changes at the course level will be effective the spring following the addendum publishing date. For example, a course created or modified in the Summer 2020 addendum would be effective in Spring 2021.

Non-curricular updates will be effective in the academic year which starts in the fall after the summer addendum is published.