Academic Affairs
Curriculum Council

Handbook

FAQs, Helpful Hints, and Important Information and Timelines for the AACC Process

2015-2016
AACC Member Responsibilities

The Academic Affairs Curriculum Council (AACC) performs an important service to the university. It is therefore imperative that all faculty nominated to serve on this committee fully understand their responsibilities before taking on this service.

All members of the AACC are responsible for reviewing college-wide curriculum proposals and correcting any errors, omissions and inconsistencies before making final recommendations to the governing body. To complete the review process in the most professional manner, all AACC members must be capable of spending relatively significant amounts of time managing obligations within tight deadlines. This may entail in-person or online collaborations with other committee members in activities such as reading, in detail, soft copies of proposals, responding to messages, and submitting input with turnaround times of two weeks or less on sizeable quantities of materials. Engaged participation of every member is vital.

The AACC members are divided into five curriculum committees to review proposals. Membership of each curriculum committee is composed of one representative from each college and announced at the first meeting of the AACC. It is imperative that each college is represented in order to determine that proposals are cohesive and will not overlap with other colleges’ course offerings. Members are also tasked with reviewing dozens of the potentially hundreds of total proposal submissions in compliance with internal deadlines (dictated by other externally-imposed deadlines for further approvals and implementation of changes.)

In fall, the AACC meets at least once a month on Wednesdays at 3:30 pm. Selection of curriculum committee chairpersons is made at the first meeting of the AACC in the fall. If elected as chair to a curriculum committee, that member will be part of the AACC Executive Committee, which meets at 3:00 pm on the Mondays of the same week of the AACC scheduled meetings. Regular attendance at both levels is imperative as discussions and votes must have a representative from each college. If a committee member is not able to fulfill his or her responsibilities on the AACC, the Dean of the College shall appoint a replacement for that member, and the replacement representative will complete the rest of the original term.

In the spring, AACC members will either participate on projects such as the SSCI review panel, or will be placed on smaller projects such as refining AACC procedures, processes and forms for the following academic year. The AACC member’s responsibilities in the spring are comparatively less intensive than the fall responsibilities. For further information, see the AACC Operating Code at http://www.uco.edu/academic-affairs/files/aacc/aacc-operatingcode.pdf

Serving on the AACC provides faculty with the rewarding opportunity for collegial interdisciplinary interaction as well as valuable insight into programs and curriculum development campus-wide. If you would like to represent your college for the three year term on the Academic Affairs Curriculum Council and will be able to fulfill these responsibilities, please fill out the application below. Submit this form to (LOCATION) by (TIME) on (DATE).

■ STANDARD APPLICATION FORM FOR EACH COLLEGE SHOULD BE APPENDED HERE
<table>
<thead>
<tr>
<th>Item #</th>
<th>Action Requested</th>
<th>Subject</th>
<th>Course #</th>
<th>Course Title</th>
<th>Recommendation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College Curriculum Workflow Recommendations

**Department**

- Individuals generate proposals
- **Recommendation:** Consultative/Review body at department level, purpose is to:
  - Provide advice as needed
  - Provide Coordination
  - Review proposals and recommend for department signature
- Department chair signs proposals and forwards to College

**College**

- College (associate dean or other designee) receives proposals approved by department
- College distributes to:
  - College Curriculum Committee
  - **Recommendation:** to program advisor for functional review
  - **Recommendation:** as appropriate to CTE and logs same on proposal
- College Curriculum Committee reviews proposals
- **Recommendation:** functional review is concluded at this stage and proposals signed
- College Curriculum Committee approves proposals (after revision if needed) and reports back to College designee for dean’s signature
- College holds proposals for results communicated from CTE
- College function concluded when:
  - Signed by dean
  - **Recommendation:** signed by functional review
  - **Recommendation:** approved by CTE
- Forward to Academic Affairs to be forwarded to AACC or Graduate Council
Courses in the University Core should introduce students to various ways of knowing and should engage students in creative, scholarly, or research activities.

**Written and Oral Communication**

Courses in this core should help students write clear, concise, and coherent prose in both expository and persuasive modes and/or help students speak clearly, effectively, and persuasively in both formal and informal circumstances. Students should gain a basic understanding of how language works and/or an understanding of how language influences and is influenced by culture. They should develop proficiency in transmitting knowledge in written and/or oral formats working as individuals and in groups. Courses in this core should introduce students to technology used in the transmission of language.

Courses in the English Composition core should include an emphasis on writing in academic situations and on academic research including engaging with research resources, both through libraries and electronic means, to understand how information is accessed. In addition courses should emphasize critical thinking, critical reading and argumentation.

Courses in the Oral Communication core should focus on providing students with the skills necessary for public speaking. Courses should provide students with knowledge of the use of commonly used technology to enhance oral presentations. A significant portion of the course should be devoted to student presentations.

<table>
<thead>
<tr>
<th>Course Work:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

Rationale: The English Composition courses are mandated by the State Regents (OSRHE). We believe that the content of these courses helps students meet Core Curriculum Goals 2 and 3—communication, technology literacy, analytical thinking, and research. The Task Force believes that students also need training in oral communication to succeed in both an academic and professional setting. Requirements of this core will help students meet Core Curriculum goals 2 and 3.

**Quantitative Reasoning/ Scientific Method**

Courses in this core should include critical, analytical thinking and information processing for problem solving which will strengthen written, oral, symbolic, visual and technological forms of expression using scientific and mathematical modes of intellectual inquiry. Students will apply this analytical thinking by formulating usable questions and hypotheses, planning experiments, conducting systematic observation, interpreting and analyzing data, drawing conclusions, and communicating results. Students will be required to take mathematics as well as a life science and a physical science (which includes chemistry and physics).

Course Work:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>3</td>
</tr>
<tr>
<td>Life Science and Physical Science (which includes Chemistry and Physics)</td>
<td>7-8*</td>
</tr>
</tbody>
</table>

* One hour of science laboratory must be included within the 7-8 hours of science.

Rationale: The Core Area is required by OSHRE guidelines and meets goals 3 and 6.

**Description of the Core Areas APPROVED 3-26-03**
**Critical Inquiry and Aesthetic Analysis**  
6 hours  
Critical Inquiry courses should emphasize ethical and critical thinking skills necessary for interpreting the self in relation to culture and society. These courses should introduce students to critical inquiry in context of the seminal ideas that have shaped our world. Courses should stress the teaching of intellectual inquiry as a way of knowing. As a minimum courses should address inductive and deductive reasoning and logical fallacies.

In Aesthetic Analysis courses, students should begin to develop means of interpreting and thinking critically about works of art and understanding ways in which such works express ideas and evoke feelings. Students should understand and contemplate the major ideas presented in the great works of literature and/or the arts within the setting of culture and history. Courses should be broad in scope and include appreciation of both Western and Non-Western cultures. Non-Western should be defined as cultures outside of the Western Tradition.

Course Work:  
Critical Inquiry 3 hours  
Aesthetic Analysis 3 hours

Rationale: The Task Force believes that this change in both the definition of humanities and the requirement of a Non-Western component helps students better meet goals 1, 4, and 5.

**American Historical and Political Analysis**  
6 hours  
Historical and Political analysis courses in this core develop students’ comprehension of United States history and politics as a form of inquiry and understanding. The aim is to develop an understanding of the complexity of human affairs, of the way in which a variety of forces—economic, cultural, religious, political—have interacted with individual aspirations and with the deliberate efforts of individuals to control and shape events. Students should develop a means of interpreting and thinking critically about the events of the world through an historic and/or political lens.

Course Work:  
Government 3 hours  
American History 3 hours

Rationale: The Core Area is required by OSHRE guidelines. However, the Task Force believes that these courses should stress the discipline as a “way of knowing” rather than a survey of facts.

**Cultural and Language Analysis**  
3-4 hours  
To fulfill the requirement of this core, students must prove a Novice 4 proficiency in a second language as outlined by the Foreign Language Competency Policy and Procedures Statement used for admission to teacher education (See Appendix D).

Cultural analysis courses should help students recognize and appreciate the collective heritage, ideas and values of a multicultural world. Courses should include inquiry into the roots of civilizations and present seminal ideas and events that have shaped the sweep of history. These courses should emphasize the interrelationship between ideas and culture and emphasize critical thinking and reading.

Course Work:  
A Second Language Course 2-4 hours  
Or  
Cultural Analysis 3 hours

Rationale: The Task Force believes that the understanding of a second language is an important component for developing an appreciation of the world from a multi-cultural and global

Description of the Core Areas APPROVED 3-26-03
perspective. We approached this requirement from the standpoint of a necessity for understanding multi-cultural and global issues presented in other courses. Students may meet this requirement by taking two years of the same language in high school, or by taking course work at a university. The requirement will help students meet Core Curriculum goals 2 and 4—multicultural and global perspective and historical, cultural perspectives.

**Social and Behavioral Analysis** 3 hours
Courses in this core develop students’ recognition that human beings are participants in and creators of social, political, or economic institutions. These courses emphasize the interaction of humans and institutions. Such courses will typically explore the ways in which these institutions influence human behavior and social cognition, and the ways in which human create and shape these institutions. These courses are not to focus on skills or discipline development.

**Life Skills** 5 hours
The life skills experience provides students with an appreciation of the fundamentals of achieving and maintaining a healthy and productive lifestyle. In addition, students will be given the opportunity to develop a variety of recreational, artistic, and personal skills designed to help enrich the quality of life.

Course work: Health and Wellness 2 hours
And additional course work from this category to equal at least 5 hours.

Rationale: The Health and Wellness course should give students an awareness of themselves and the health issues involved in university life. In addition, the ability to participate in the world of nature is conditioned on the development and maintenance of health-related activities that are lifelong.

Total 42-44
At least 40 hours must be liberal arts and sciences as defined by the Oklahoma State Regents for Higher Education.
COURSE LEVEL CHARACTERISTICS

University of Central Oklahoma

Courses offered at the University of Central Oklahoma should, as a minimum, have the characteristics indicated in the following paragraphs. As course levels increase it is assumed that courses have a higher degree of sophistication, characterized by greater depth of inquiry. It is also assumed that students progressively acquire the ability to use language effectively, to engage in analytical thought and creative processes, and to develop skills in the use of information and bibliographic sources. These characteristics need to be clearly reflected in each course syllabus, which should be reviewed by each department at least every 3-5 years to ensure course level characteristics are being met.

1000 LEVEL COURSES

1. These courses should constitute the foundation of the college experience and be introductory to the discipline.

2. These courses assume that students have only minimal knowledge of the discipline.

3. Instruction clearly should be at the college level (above that of secondary schools) with commensurate student performance expected.

2000 LEVEL COURSES

1. These courses assume that students have some previous college experience.

2. These courses should be offered at a level of sophistication beyond 1000 level courses, both in terms of instruction and of expectations of the students.

3. These courses should incorporate some form of academic inquiry (such as library search, or problem solving).

3000 LEVEL COURSES

1. These courses assume that students have completed sufficient course work to have attained junior standing.

2. These courses should be offered at a level of instruction that assumes a foundation of study in the discipline, which most often would have been gained through success one or more introductory courses.

3. These courses should require students to undertake a scholarly activity in addition to classroom instruction, such as a written research project, library assignment, juried performance, and/or creative work to demonstrate application of information presented.

4. These courses should be more specialized in content than lower division courses.
4000 LEVEL COURSES

1. It is assumed that students in these courses have successfully completed sufficient course work to have attained senior standing.

2. It is assumed that students in these courses have a substantial background in the area of inquiry equivalent to 15 hours of study. Area of inquiry is defined broadly, including courses in the offering department, as well as courses in other departments that relate to the subject of study.

3. These courses should be offered at a level of sophistication of instruction and of expected student performance beyond that of other undergraduate courses. In short, 4000 level courses should offer more in-depth study than courses offered at the 3000 level and below, and should include application, analysis, synthesis, and evaluation of information presented.

4. These courses require students to undertake a substantial scholarly activity in addition to classroom instruction, such as a written research project, research presentation, library assignment, juried performance, or creative work.

5. Included among 4000 level courses would be a capstone courses that review and integrate previous learning, practicums and student teaching, and courses in which a major instructional responsibility is placed on the student (as in individual studies, directed readings, and seminars).

5000 LEVEL COURSES

1. It is assumed that students in these courses have acquired the ability to use verbal and written communication effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.

2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.

3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum:
   a. Students should be required to undertake original scholarly/creative activity, or research
   b. Students should assume greater responsibility for independently mastering more of the subject matter.
   c. Close working relationships should exist between instructors and students to analyze and synthesize course material.

## COURSE LEVEL CHARACTERISTICS

### 1000 LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. These courses should constitute the foundation of the students’ college experience.</td>
<td></td>
</tr>
<tr>
<td>2. Students in these courses usually have only minimal knowledge of the discipline.</td>
<td></td>
</tr>
<tr>
<td>3. Instruction clearly should be at the college level (above that of secondary schools) with commensurate student performance expected.</td>
<td></td>
</tr>
</tbody>
</table>

### 2000 LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students in these courses are assumed to have some previous college experience.</td>
<td></td>
</tr>
<tr>
<td>2. These courses should be offered at a level of sophistication beyond 1000 level courses, both in terms of instruction and of expectations of the students.</td>
<td></td>
</tr>
<tr>
<td>3. These courses should incorporate some form of library experience.</td>
<td></td>
</tr>
<tr>
<td>4. Courses which are introductory to a discipline ordinarily should be offered at this level.</td>
<td></td>
</tr>
</tbody>
</table>

### 3000 LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is assumed that students in these courses have completed sufficient course work to have attained junior standing.</td>
<td></td>
</tr>
<tr>
<td>2. These courses should be offered at a level of instruction that assumes a foundation of study in the discipline, which most often would have been gained through one or more introductory courses.</td>
<td></td>
</tr>
<tr>
<td>3. Students in these courses should be required to undertake a scholarly activity in addition to classroom instruction, such as a written research project, library assignment, juried performance, or creative work.</td>
<td></td>
</tr>
<tr>
<td>4. These courses should be more specialized in content than lower division courses.</td>
<td></td>
</tr>
</tbody>
</table>
# 4000 LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is assumed that students in these courses have completed sufficient course work to have attained senior standing.</td>
<td></td>
</tr>
<tr>
<td>2. It is assumed that students in these courses have a substantial background in the area of inquiry equivalent to 15 hours of study. Area of inquiry is defined broadly, including courses in the offering department, as well as courses in other departments that relate to the subject of study.</td>
<td></td>
</tr>
<tr>
<td>3. These courses should be offered at a level of sophistication of instruction and of expected student performance that is beyond that of other undergraduate courses. In short, 4000 level courses should offer more in-depth study than courses offered at the 3000 level and below.</td>
<td></td>
</tr>
<tr>
<td>4. Students in these courses should be required to undertake a substantial scholarly activity in addition to classroom instruction, such as a written research project, library assignment, juried performance, or creative work.</td>
<td></td>
</tr>
<tr>
<td>5. Included among 4000 level courses would be capstone courses that review and integrate previous learning, practicums and student teaching, and courses in which a major instructional responsibility is placed on the student (as in individual studies, directed readings, and seminars).</td>
<td></td>
</tr>
</tbody>
</table>
### 5000 LEVEL COURSES

<table>
<thead>
<tr>
<th>Course Level Characteristics</th>
<th>Please describe how this course meets this requirement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.</td>
<td></td>
</tr>
<tr>
<td>2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.</td>
<td></td>
</tr>
<tr>
<td>3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students.</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Committee Responsibilities

General Information: A department chair or dean signature indicates the proposal has gone through the appropriate process and that there are adequate fiscal resources (including faculty and facility resources) to support the proposal. If adequate resources are not available within the department/college to support the proposal, the signature indicates this information is clearly noted, including resources required from the university to support the proposal.

**Department Level:** (Responsible for accuracy of all elements in the proposal)
- Create proposals
- Identify standards of the discipline/accreditation issues
- Develop objectives for courses*
- Determine allowable methods of course delivery (lecture, online**, IVE)
- Identify adequate resources and/or fiscal and physical limitations
- Identify linkage with department mission/strategic plan
- Verify that specialized accreditation standards have been met

**College Level:** (Reviews all elements of the proposal)
- Verify that the course subject, number and title match the information listed in current catalog for course proposals and program change proposals
- Review course descriptions for accuracy (from latest catalog version) and that American Standard English is used*
- Review for impact on other departments within the college and outside the college by using “search/find” command in the on-line undergraduate or graduate catalog (open using the Adobe Acrobat reader). A link to the on-line catalog is located on the Academic Affairs homepage.
- Review course objectives for verbiage, depth, measurability and consistency with course description (The College is the final approval authority for these components of the proposal)*
- Verify adequate resources are available in the college or note fiscal and physical limitations or university resource needs
- If appropriate, ensure the Curriculum Sub Committee for Teacher Education has reviewed/approved proposal for impact on Teaching Degree
- Identify linkage with college mission or strategic plan
- Verify that specialized accreditation standards have been met

**Functional Review (Advisors and Degree Certification):** (Identifies functional issues)
- Review for logistical effects on students
- Review for effects on other courses including course prerequisites by using “search/find” command in the on-line undergraduate or graduate catalog (open using the Adobe Acrobat reader). A link to the on-line catalog is located on the Academic Affairs homepage.
- Review for effects on programs/older programs
- Verify prerequisites to required courses are also required in programs
- Verify the hours in the major or components of the major accurately reflect the total hours required
- Verify all required or optional courses in the major have standard numbers and titles
  (Common courses with specific titles should not be included in a major)
• Verify that the program/course change is systematically enforceable
• If appropriate, ensure the Curriculum Sub Committee for Teacher Education has reviewed/approved proposal for impact on Teaching Degree

**Academic Affairs Curriculum Committee (AACC) Chair**
• Forward issue-free proposals to Academic Affairs Curriculum Council or Graduate Council.
• Resolve appropriate issues identified during Functional Review and forward proposals to Academic Affairs Curriculum Council or Graduate Council.
• Return proposals with unanswered issues to College Curriculum Committee.
• Highlight resource gaps stated or implied in proposals.
• Forward copies of any proposal involving the University Core to chair of the University Core Committee.

**University Core Committee**
• Review proposals for inclusion or deletion from Core by matching course objectives and course level characteristics with Core area objectives.
• Forward recommendation to Assistant Vice President for Academic Affairs.

**Academic Affairs Curriculum Council or Graduate Council**
• Review for impact on other colleges
• When appropriate coordinate with the Academic Affairs Curriculum Council or Graduate Council when reviewing undergraduate/graduate counterpart courses.
• Consider congruence with the university mission, philosophy and policies ***
• Consider congruence with academic strategic goals ***
• Consider support of state-wide needs/stakeholders ***
• Review course level characteristics with particular emphasis on creative scholarly activity
• Red-flag fiscal concerns ***
• Verify that functional review has been completed
• AACC Executive Committee assumes the college responsibilities for proposal(s) unassociated with an existing college or department (for example: LEAD, UNIV).

**Vice President for Academic Affairs**
• Approve or Reject

* It is recommended each department/college assign one individual to assure course description grammar (American Standard English) and objectives are correctly written.

** Beginning Fall 2008, new courses offered on-line must be vetted through the Center for eLearning and Customized Education initiatives.

*** These areas do not need to be considered by AACC when reviewing new majors or new programs.
Responsibilities of the AACC Curriculum Committee Chair

- Coordinate committee meetings and activities
- Compile written committee report and present report to the full Council
- Member of the AACC Executive Committee
- Attend the AACC Executive Committee meetings
- AACC Executive Committee assumes the college responsibilities for proposal(s) unassociated with an existing college or department (for example: LEAD, UNIV).
- Assist the AACC Chair in resolving identified issues in the curriculum review process.
- Submit signed copy of recommended proposal to Academic Affairs after Council recommends approval.
Curriculum Timeline

Curriculum change proposal deadlines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2015</td>
<td>Deadline for receipt in Academic Affairs of curriculum change proposals requiring Regents’ approval.</td>
</tr>
<tr>
<td>November 2, 2015</td>
<td>Deadline for receipt in Academic Affairs of all other curriculum change proposals anticipating a Fall 2016 effective date.</td>
</tr>
</tbody>
</table>

Academic Affairs Curriculum Council meeting dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9, 2015</td>
<td>Orientation meeting / cc chairs elections</td>
</tr>
<tr>
<td>September 23, 2015</td>
<td></td>
</tr>
<tr>
<td>October 7, 2015</td>
<td>Action on proposals requiring Regents’ approval *</td>
</tr>
<tr>
<td>October 21, 2015</td>
<td></td>
</tr>
<tr>
<td>November 4, 2015</td>
<td></td>
</tr>
<tr>
<td>November 18, 2015</td>
<td>Action on all proposals anticipating Fall 2016 effective date **</td>
</tr>
<tr>
<td>December 2, 2015</td>
<td>(if needed)</td>
</tr>
</tbody>
</table>

Graduate Council meeting dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2015</td>
<td></td>
</tr>
<tr>
<td>October 6, 2015</td>
<td>Action on proposals requiring Regents’ approval *</td>
</tr>
<tr>
<td>November 10, 2015</td>
<td></td>
</tr>
<tr>
<td>December 1, 2015</td>
<td>Action on all proposals anticipating Fall 2016 effective date **</td>
</tr>
</tbody>
</table>

Regional University System of Oklahoma (RUSO) meeting dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 18, 2015</td>
<td>Northwestern Oklahoma State University, Alva</td>
</tr>
<tr>
<td>November 6, 2015</td>
<td>Southwestern Oklahoma State University, Weatherford</td>
</tr>
<tr>
<td></td>
<td>(Due to President’s office October 19 for November 6 Board Letter) *</td>
</tr>
</tbody>
</table>

* Proposals requiring Regents approval need to be acted upon at the October 7 AACC meeting in order to be submitted in the RUSO Board Letter.

State Regents’ (OSRHE) meeting dates:

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2-3, 2015</td>
<td></td>
</tr>
<tr>
<td>October 21-22, 2015</td>
<td></td>
</tr>
<tr>
<td>December 2-3, 2015</td>
<td></td>
</tr>
</tbody>
</table>

Fall 2016 Class Schedule production timelines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1, 2016</td>
<td>Fall schedule released to colleges to build and input schedule into Banner. **</td>
</tr>
<tr>
<td>March 7, 2016</td>
<td>Schedule released on Web, and available for students to view online.</td>
</tr>
<tr>
<td>March 25, 2016</td>
<td>Deadline for colleges to make schedule changes in Banner; after this date Change in Class Schedule forms must be used.</td>
</tr>
</tbody>
</table>

**Proposals anticipating Fall 2016 effective dates must be acted upon by the November 18 or the December 2, (if needed) AACC meeting in order to be implemented into Banner before the class schedule goes into production.
Fall 2016 enrollment:

March 28, 2016  Fall 2016 Transfer enrollment days start (new transfer students only)
April 1, 2016    Fall 2016 enrollment begins for staff only.
April 4, 2016    Fall 2016 priority enrollment begins for students.
April 25, 2016   Fall 2016 new student early registration begins.
The diagram below illustrates the step-by-step process a course proposal must follow to be approved at the University of Central Oklahoma. This applies to both graduate and undergraduate new courses and course changes. Types of course proposals include:

1. New course. (Submit “Request for New Course” form)
2. Change in an existing course. (Submit “Request for Course Change” form)
3. Deletion of an existing course. (Submit “Request for Course Deletion” form)
4. Change a course in the University Core. (Submit “Request for University Core Course” form)
The diagram below illustrates the step-by-step process a program change proposal must follow to be approved at the University of Central Oklahoma. This applies to graduate and undergraduate program changes that will not require Regents’ approval. These types of changes include:

1. Non-substantive curriculum changes within a program/major or minor. (Submit “Request for Program Change” form)
2. Addition, deletion or name change of a minor. (Submit “Request for Addition of a Minor”, “Request for Program Deletion” or “Request for Program Change” form respectively)

* Interdisciplinary programs may follow an alternate path at the department and college level.

* Both undergraduate and graduate course proposals are entered into the university catalog system by the Director of Academic Publication.
The diagram below illustrates the step-by-step process a program change proposal must follow to be approved at the University of Central Oklahoma. This applies to graduate and undergraduate changes requiring Regents’ approval. These types of changes include:

1. Substantive curriculum changes within a major (change in required courses, increase in total credit hours, etc.) (Submit “Request for Program Change” form)
2. Deletion of a program/major. (Submit “Request for Program Deletion”)
3. Name change of a program or major. (Submit “Request for Program Change” form)
4. Degree designation changes (B.S., B.S.Ed., or B.F.A. etc.). (Submit “Request for Program Change” form)

* Interdisciplinary programs may follow an alternate path at the department and college level.

Legend
- Recommendation
- Approval
- Processing
- Information
- Impact Review

Functional Review
- Undergraduate Proposals
- Unresolved functional issues
- Any proposal involving a Teacher Education Program
- Council on Teacher Education

Graduate Council
- Graduate Programs
- OR
- Undergraduate Programs

Graduate College
- Associate Vice President for Academic Affairs
- Office of Academic Affairs
- Oklahoma State Regents for Higher Education (OSRHE)
- Regional University System of Oklahoma (RUSO)
- Provost
- President
- Exec. Dir. Policy & Curriculum
- Exec. Dir. Academic Publication
- Director of Academic Publication
- Graduate College
- Undergraduate Programs
- Undergraduate Programs
- Institutional Research
- Printed Catalog
- Degree Audit/Institutional Research
- Provost
- President
- Provost
- President
- President
- Provost
- President
- President
University of Central Oklahoma  
Curriculum Change Request Process  
Frequently Asked Questions

**Curriculum Forms**

1) **What forms do I use?**  

All forms are used for graduate and undergraduate requests.

<table>
<thead>
<tr>
<th>FORM TO USE</th>
<th>REASONS FOR USING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request for New Course</td>
<td>When the department/school creates a new course, including a course that was previously taught under a common course number (Seminar, Topics, Advanced Topics, etc.)</td>
</tr>
<tr>
<td>Request for Course Change</td>
<td>Any time a department/school is changing an existing course including: credit hour, level, title, description, prerequisite, enrollment restriction, or other.</td>
</tr>
<tr>
<td>Request for Course Deletion</td>
<td>When a department/school requests the deletion of an existing course.</td>
</tr>
<tr>
<td>Request for University Core Course</td>
<td>When a department/school wants a course included, deleted from, or moved to another area in the University Core.</td>
</tr>
<tr>
<td>Request for Addition of a Minor</td>
<td>When a department/school wants to add a new minor to an existing program.</td>
</tr>
<tr>
<td>Request for Program Change</td>
<td>Anytime a department/school wants to change a program including: curriculum change, name change, degree designation, GPA, admission requirement, or other. Note: On occasion requested changes from one department may impact a program in another department/school and require that department/school to submit a program change request.</td>
</tr>
<tr>
<td>Request for Program Deletion(s)</td>
<td>When a department/school wants to delete an entire program, major, minor or other.</td>
</tr>
<tr>
<td>Regent’s approval is required for</td>
<td></td>
</tr>
<tr>
<td>any substantive change which</td>
<td></td>
</tr>
<tr>
<td>includes, increase in total credit</td>
<td></td>
</tr>
<tr>
<td>hours, any changes, additions or</td>
<td></td>
</tr>
<tr>
<td>deletions of a required course,</td>
<td></td>
</tr>
<tr>
<td>program/major title change, or</td>
<td></td>
</tr>
<tr>
<td>degree designation.</td>
<td></td>
</tr>
<tr>
<td>Request for Enrollment Restriction</td>
<td>When a department/school wishes to change only the enrollment restrictions in an existing course. If other changes are requested, the “Request For Course Change” must be used.</td>
</tr>
</tbody>
</table>

Revised 4/07, 8/15
2) Where do I get the forms?
The forms are located at http://www.uco.edu/academic-affairs/forms-links/curricular.asp

3) Can I copy the forms to my hard drive and use them from there?
Yes, if you are submitting more than one request at a time; however, the forms are subject to change. For that reason, it is best to download the form when making a change.

4) Does every line need to be filled out and all questions answered?
All questions need to be answered except in the enrollment restriction area where leaving the information blank indicates no change in the enrollment restrictions. Otherwise all other questions must be answered. For items that are not being changed, list the existing information and indicate “no change.”

**CIP Codes**
5) What is a CIP code?
A CIP (Classification of Instructional Program) code is a nationally standardized code that the State Regents use to classify courses and programs for reporting purposes.

6) Where do I find a CIP Code for my Request for a New Course or a Request for Course Change form?
Each dean’s office has a current list of CIP Codes. The CIP Manual may be found at http://www.uco.edu/academic-affairs/ir/program_inventory.asp.

**Syllabus**
7) Do we have to submit a syllabus with each request?
Only requests for new graduate courses require the inclusion of a syllabus.

**Course Description**
8) When do I need to submit a request to change a course description?
Anytime the content is changed significantly resulting in a description that no longer accurately describes the course content, the description should be changed.

**Impact On Teacher Education Programs**
9) How do I know if the course I am changing is going to impact a Teacher Education program?
The easiest way is to run a search in the undergraduate or graduate catalog (a link is located on the Academic Affairs homepage). This is done by opening the catalog with Acrobat Reader, clicking on the edit tab at the top and selecting “find” or “search” in the menu. Enter the course prefix, a space and the course number and tell it to find the “next one.” This scans through the catalog and shows where the course is listed. If there is any question, contact the Associate Dean for the College of Education and Professional Studies.

10) If it does, what do I do?
Contact the Associate Dean in the College of Education and Professional Studies and document the discussion in the appropriate space on the form. Submit a copy of the
proposal to the Associate Dean of the College of Education and Professional Studies for review by the Council on Teacher Education.

**Impact On Other Programs**

11) **If I am changing prerequisites or enrollment restrictions on my course, do I need to ensure that this course is not a requirement in other majors?**
   Yes! Changing these two elements of a course could seriously impact another degree, either within or outside of the requesting department, that either requires the course for graduation or where the course is a guided elective for their majors.

12) **How do I know if my course is a requirement (or elective) in another major or department?**
   The easiest way is to run a search in the undergraduate or graduate catalog (a link is located on the Academic Affairs homepage). This is done by opening the catalog with Acrobat Reader, clicking on the edit tab at the top and selecting “find” or “search” in the menu. Enter the course prefix, a space and the course number and tell it to find the “next one.” This scans through the catalog and shows where this course is listed.

13) **If I find the course in another program (major or minor), what do I do?**
   Discuss the proposed change(s) with the department chair(s) of the other program(s), determine if the change(s) will impact the other program(s), and document the discussions on the request form in the appropriate space.

14) **Does it matter what changes I am making in my course before it will impact another program?**
   Yes. There are changes that you could make that would not impact other programs. For example, changing a prefix would not necessarily impact other programs that require this course. Title changes might be another area that will not impact another program. However, changes such as prerequisite, credit hour or enrollment restriction changes could impact other programs. If this occurs, you are required to contact the chair(s)/director of the other program(s) and discuss the potential conflicts created by the change. **Note:** In reverse, on occasion requested changes from other departments may impact your program and require you to submit a Request for Program Change.

15) **Could my requested change impact another program enough to require the other program to submit a Request for Program Change?**
   Yes. Anytime your requested change causes a change in another program’s curriculum including a change in the total credit hours, the availability of a required/elective course in the other program to their majors/minors, or creates hidden requirements a program change is needed.

**Hidden Requirements**

16) **What is a hidden requirement?**
   A hidden requirement occurs when there is a requirement that is not directly listed in the program. For example, when there is a prerequisite for a required course and the prerequisite course is not listed as part of the program. Hidden requirements are not allowed.
**Enrollment Restrictions**

17) **What will happen if I list our department major code(s) as “May” enroll in this course in the enrollment restrictions section?**

Listing specific major codes prohibits all other majors not listed from enrolling in this course. By leaving this section blank you allow any qualified student to enroll in the course regardless of major.

**Contact Hours**

18) **How do I calculate “contact hours?”**

“Contact hours” are calculated on a weekly basis. The State Regents require 800 contact minutes per credit hour per semester. One credit hour equals 50 minutes of contact with the students in a one hour block per week. For a three-hour course, the contact hours should total 3. If the course will only be taught in a timeframe shorter than a full semester, determine the contact hours in relationship to the State Regents’ requirement of 800 minutes per credit hour per semester.

**Resources**

19) **If I am creating a new major, do I need to check with the Max Chambers Library to see if they have the appropriate resources for the students?**

Yes! For every new major and course there should be the appropriate resources in the library to support the students and their research. Before submitting a request for a new major, a department should request an inventory from the library to ascertain if there will be resources needed for the degree.
1. Are there any hidden requirements/prerequisites?
2. Is the credit hour addition correct?
3. Is the course numbering correct (course prefix, number, level)?
4. Does the program have a minimum of 124 credit hours?
5. Does the program have a minimum of 15 credit hours of 3/4000 level course work required in the major (not including Professional Teacher Education)?
6. Does the minor (if appropriate) have a minimum of 6 credit hours of 3/4000 level courses required?
7. Is the program free of common course(s) with a specific title?
8. Is there an effect on students who are working under prior catalog requirements?
9. Are there any group exceptions needed for students who are working under prior catalog requirements or under the proposed program requirements?
10. Do the minimum grade requirements match others with the same program name?
11. Are minimum grade requirements listed for all course work, UCO course work, major course work, and Professional Teacher Education requirements (if applicable)?
12. Should the program be considered a new program in terms of UCO’s policy regarding a limit of 3 years for current students to finish existing requirements?
13. Are there questions you have about implementation that are not answered in this proposal (e.g., if a course is being split or courses combined, is it clear as to how these courses will be handled)?
14. Is the change administratively feasible?
15. Are there other concerns?
1. Is there an effect on students in other programs/majors?
2. Is there an effect on students who are working under prior catalog requirements?
3. Is the course numbering correct (course prefix, number, level)?
4. Will the change raise/lower the total number of credit hours in other programs/majors?
5. Does the change affect the University Core?
6. Does the change affect Teacher Education?
7. Is there an effect on any minor?
8. In the case of a prefix change, is the change reflected in the course descriptions for which the course is listed as a prerequisite?
9. Are there other concerns?
10. Is the change administratively feasible?
11. Will prerequisite changes affect enrollment?

Revised 4/08
Academic Affairs Council
Curriculum Requests - Helpful Hints

∇ Informational Web Sites
  o http://www.uco.edu/academic-affairs/forms-links/curricular.asp
    ▪ Up-to-date forms
      ▪ New Courses, Course Changes, Course Deletions, Program Changes, and Request for Inclusion Into University Core.
      ▪ Examples of standard Objectives
  o http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp
    ▪ AAC meeting dates, agenda, minutes, curriculum committee reports
    ▪ Curriculum timeline
    ▪ Tracking chart

∇ General hints for filling out forms (problem spots)
  o Make sure that forms are completely filled out. Don’t leave anything blank even if the answer is No Change.
  o Make sure that the title page is complete and accurate.
    ▪ Title – 30 characters/spaces total (if longer abbreviate).
    ▪ In a Course Change request make sure all changes are specified.
    ▪ Make sure that all programs including the course are specified.
    ▪ Consistency in all proposals is critical.
  o Course Description
    ▪ All descriptions should be in Standard American English (full sentences). If the existing course does not have a description in Standard American English, the description needs to be changed.
  o Course Prerequisites
    ▪ Should be listed by prefix and number.
  o Course Objectives
    ▪ Need to be measurable.
    ▪ Should differ for a course with both undergraduate and graduate cross listing. The graduate component should have more rigorous objectives.
    ▪ Examples can be found at the “Forms” website.
  o Enrollment Restrictions
    ▪ You can include or exclude any majors by using the blanks provided (more blanks can be added if needed).
    ▪ By leaving this blank you will not exclude any specific major from the course.
    ▪ You can include any or all specific classifications (Fr, So, Jr, etc) by checking the box provided. By leaving all of the boxes blank you include ALL students regardless of classification. By checking any you include only those classifications checked.
  o Analytical Information
    ▪ Assessment results must be included for any change.
    ▪ Course Level Characteristics must be clearly specified.
    ▪ Scholarly or creative requirements must be included and clearly specified.
    ▪ If the change affects any other department or program, make sure discussions are held and noted on the form. Specific names and contact dates must be listed.
  o Graduate new course submissions require a syllabus; Undergraduate do not.
  o Program Changes – items to note
    ▪ Are prefixes, titles, and numbers accurate?
    ▪ Are total hours accurate?
    ▪ Have you checked each against a current catalogue?
    ▪ All totals in the major or components of the major accurately reflect the total of the hours.
All required or optional courses in the major have standard numbers and titles. (Common courses should not be included as standard parts of a major, i.e., courses with specific temporary topics and seminar titles.)

- Prerequisites to required courses are also required.
- Major does not imply concentrations, emphasis, etc. (A new major would be requested as such.)

○ **Curriculum Requests Requiring Regents’ Approval**
  - New program/major
  - Program/major name changes
  - Degree designation change (BA to BFA)
  - Deletion of program/major
  - Increase in total credit hours for a program/major
  - Substantive curriculum change: any changes, additions or deletions of required courses to a program/major

○ **Curriculum Requests Requiring UCO Approval**
  - Course Changes
  - Request for New Minor
  - Request for New Course
  - Program curriculum changes: any non-substantive change (change, addition or deletion to a list of elective courses)
  - Requests for inclusion into University Core
Writing Effective Instructional Objectives

An objective is a description of a performance a learner is expected to exhibit in order to determine acquisition of his/her learning. Meaningful objectives are stated precisely to convey to its readers the intended instructional outcome, excluding possible meanings other than intent. Objectives are open to multiple interpretations when imprecise verbs like the following are used: know, understand, appreciate, or enjoy. Therefore, intended performances in objectives should be open to fewer interpretations. Verbs that should be used must be both measurable and observable.

Course Objective
Upon completion of the Environmental Health Course, the learner will be able to categorize the health concepts relevant to the physical, social and emotional needs of children and adolescents and construct a training program for both groups. Competency will be based upon successful completion of all assignments and by scoring at least 70% on the examinations.

Specific or enabling objectives
Define environmental health
Identify environmental health concepts relevant to physical needs of children
Match environmental health concepts to children’s and adolescents’ social needs
Describe environmental health concepts to children’s and adolescents’ emotional needs
Compare and contrast needs across children and adolescent lines
Design age-appropriate environmental health curricula
Create age-appropriate skill-building strategies to foster environmental health
Design an age-appropriate class session for both children and adolescent classes
Deliver an age-appropriate class session to both children and adolescent classes
Reflect upon each class’s successes/limitations

The following listings provide verbs that are measurable and also are categorized based on a hierarchy of learning moving from simple (knowledge) to complex (synthesis and evaluation).

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange</td>
<td>Classify</td>
<td>Apply</td>
<td>Analyze</td>
<td>Arrange</td>
<td>Appraise</td>
</tr>
<tr>
<td>Define</td>
<td>Describe</td>
<td>Calculate</td>
<td>Appraise</td>
<td>Assemble</td>
<td>Assess</td>
</tr>
<tr>
<td>Duplicate</td>
<td>Discuss</td>
<td>Choose</td>
<td>Categorize</td>
<td>Compose</td>
<td>Choose</td>
</tr>
<tr>
<td>Label</td>
<td>Explain</td>
<td>Demonstrate</td>
<td>compare</td>
<td>construct</td>
<td>Compare</td>
</tr>
<tr>
<td>List</td>
<td>Express</td>
<td>Dramatize</td>
<td>Contrast</td>
<td>Create</td>
<td>Contract</td>
</tr>
<tr>
<td>Memorize</td>
<td>Identify</td>
<td>Employ</td>
<td>Criticize</td>
<td>Design</td>
<td>Diagnose</td>
</tr>
<tr>
<td>Name</td>
<td>Indicate</td>
<td>Illustrate</td>
<td>Diagram</td>
<td>Formulate</td>
<td>Estimate</td>
</tr>
<tr>
<td>Order</td>
<td>Locate</td>
<td>Interpret</td>
<td>Determine</td>
<td>Manage</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Recognize</td>
<td>Paraphrase</td>
<td>Operate</td>
<td>Differentiate</td>
<td>Organize</td>
<td>Judge</td>
</tr>
<tr>
<td>Recall</td>
<td>Report</td>
<td>Practice</td>
<td>Discriminate</td>
<td>Plan</td>
<td>Predict</td>
</tr>
<tr>
<td>Relate</td>
<td>Restate</td>
<td>Sketch</td>
<td>Examine</td>
<td>Prepare</td>
<td>Rate</td>
</tr>
<tr>
<td>Repeat</td>
<td>Translate</td>
<td>Solve</td>
<td>Test</td>
<td>Propose</td>
<td>Score (Bott)</td>
</tr>
</tbody>
</table>

The listings above are only representative and should not be considered complete. Nor should they imply that all verbs are consistently used in the levels indicated. The listings simply offer a variety of verbs that can be used and illustrate that discrimination between learning levels is possible by carefully selecting the performance verb.
Recommendations for Writing Objectives

If you are new to this process, you will certainly have many questions. If your department has not appointed a “go to” person for help, there is probably someone who functions unofficially as such. If all else fails, contact your college curriculum committee.

General Comments

- Writing good objectives should not be viewed as an isolated function but should be integrated with the course description and course level characteristics so that all taken together present a consistent view of the course.
- Make sure that the course description, objectives and course level characteristics all describe the same level course. Inconsistencies among these three areas are a common problem. Refer to the aids available from Academic affairs on writing objectives and course level characteristics. These are available under the “Forms” menu on the Academic affairs website.
  http://www.uco.edu/academicaffairs/forms.htm
- The vocabulary in the document on writing objectives is based on Bloom’s taxonomy with higher levels of intellectual ability moving from left to right. A 1000 level course should use predominantly those on the left and a 5000 level course predominantly those on the right.

The Course Description

- In writing the course description you should keep in mind the level of the course and describe it so as to make clear why it has received its designated level.
- The course description must be in standard English with no incomplete sentences.

Course Objectives

- Objectives should relate to outcomes not process. A simple phrase to use that will help focus on outcomes is “Upon successful completion of this course the student will be able to:”
- Objectives should be measurable or capable of evaluation and relate to learning levels appropriate to the course level. Reference to vocabulary in the objectives document will help. As examples:
  - Process = As a requirement of this course the student will write a research paper.
  - Outcome = Upon successful completion of this course the student will be able to produce a research paper that demonstrates a command of research method and formal style.
  - Process = In this course the student will study literature from at least two style periods.
  - Outcome = Upon successful completion of this course the student will be able to demonstrate through performance a command of the performance practice of music literature from two different style periods.
• “Bulleted” objectives are perfectly acceptable and are much easier to read than prose. When objectives are written in a prose paragraph there seems to be a tendency for them to restate the course description or to become process-oriented.
• A limited number of well-written objectives communicate the purpose of course better than a large number of vague, redundant, or process-oriented ones.

Course level Characteristics

• You must cut and paste into your proposal the appropriate text box from the Academic Affairs site for course level characteristics.
• Though you do not necessarily have to address every area stated in the course level characteristics table, you must produce a clear, concise and convincing demonstration that the requirements of the class are at the appropriate level. Again, the language recommended for course level characteristics can be very helpful as a guide.
Proposals Requiring Regents Approval

Curriculum change proposals that involve substantive changes to a program/major require regents’ approval and have an **October 1** deadline for receipt of these proposals in Academic Affairs. Types of curriculum proposals requiring Regents approval are:

- Increase in total credit hours for a major.
- Deletion of a program/major.
- Name change of a program or major.
- Degree designation changes (B.S., B.S.Ed., or B.F.A. etc.).
- Addition of a program/major.

In addition to the above changes, the Oklahoma State Regent for Higher Education just recently gave us a more specific definition for substantive changes to include the following:

- Changing the major courses required
- Changing the required courses for a major

Therefore, any program curriculum proposal that changes, adds or deletes a required course to a program/major will now be considered a substantive change and will need to be submitted to the Regents for approval. Instead of the usual November 1 deadline, these proposals will now need to be submitted to Academic Affairs by **October 2**.

Listed below are types of changes the Regents consider non-substantive and would NOT require Regents approval (due November 1 to AA):

- Adding more optional courses to a list of optional courses in a program/major
- Course sequence recommended
- Course prefix or number change

Also, please remember that any curriculum proposal that affects a teacher education program needs to be reviewed by the Council on Teacher Education. Please submit these proposals directly to Dr. Darla Fent. An electronic version of these forms may be forwarded to Dr. Fent at: dfent@uco.edu.