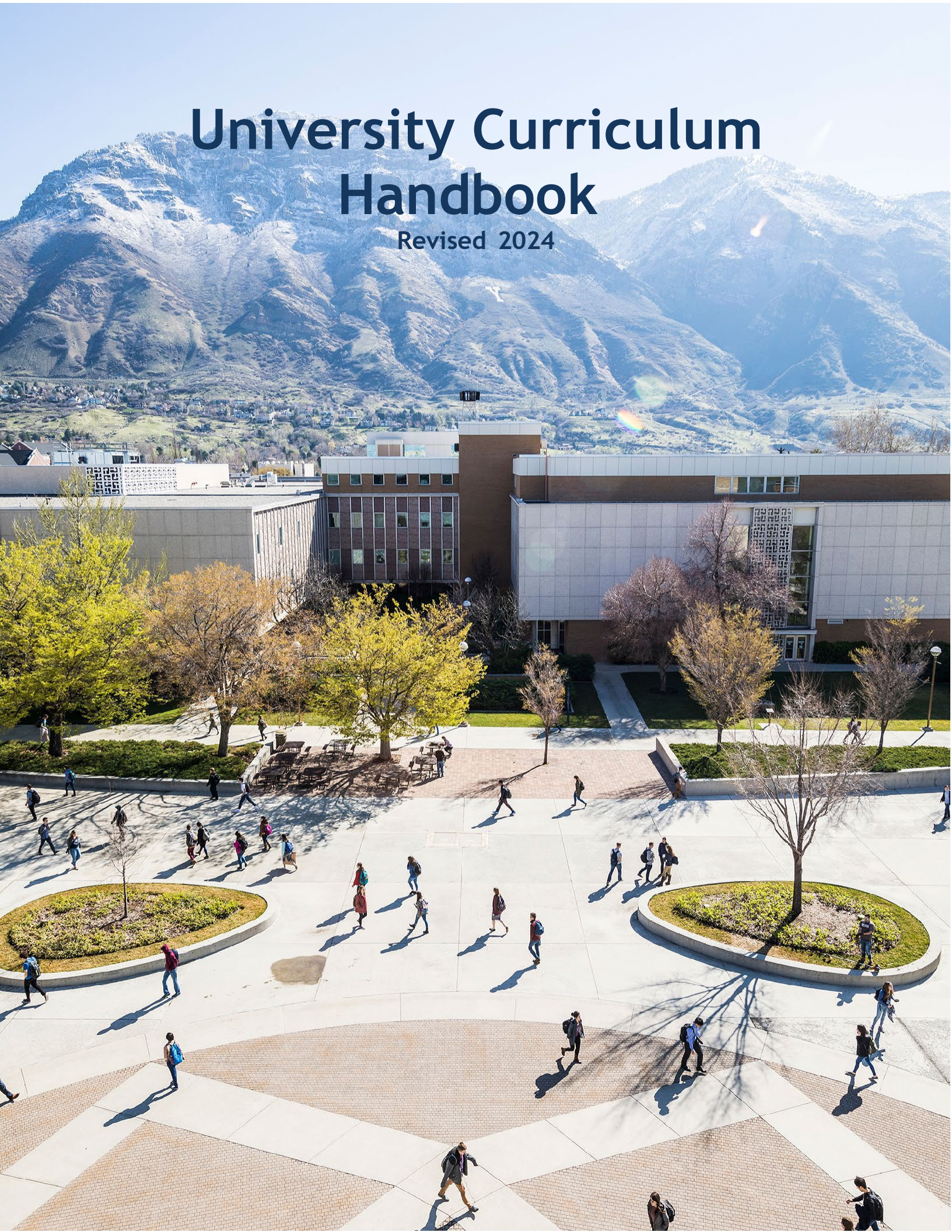


University Curriculum Handbook

Revised 2024



University Curriculum Handbook

This handbook is for the use of the Undergraduate and Graduate Curriculum Councils, deans, college curriculum committees, department chairs, department curriculum coordinators, and faculty. It is a compilation of policies and procedural standards relating to curriculum matters that provides essential information to those working with the curriculum at all levels. It should be used in conjunction with the official BYU undergraduate and graduate catalogs.

Policies related to curriculum are found 1) within this handbook, 2) at policy.byu.edu, and 3) in the current university undergraduate and graduate catalogs.

Contact Taylor Adams, Registrar's Office, B-150 ASB, (801) 422-4245 if further information or clarification is needed.

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Section 1: General Information

Sponsored by the Church of Jesus Christ of Latter-day Saints, BYU is a selective teaching-oriented undergraduate university offering a wide range of degrees in the arts and sciences, in addition to professional degrees. It has sufficiently strong graduate programs and research work to be a major university, but insufficient sponsored research and academic doctoral programs to be a graduate research institution.

Carnegie's basic classification for BYU is Doctoral Universities: Higher Research Activity. Additional details are found in the table below:

Classification	Category
Undergraduate Instructional Program	Balanced arts & sciences/professions, some graduate coexistence
Graduate Instructional Program	Research Doctoral, STEM-dominant
Enrollment Profile	High undergraduate
Undergraduate Profile	Four-year, full-time, more selective, lower transfer-in
Size and Setting	Four-year, large, primarily nonresidential

Undergraduate and Graduate Curriculum Councils

The function of the Undergraduate and Graduate Curriculum Councils is to advise, support, and represent the Academic Vice President in matters of learning, teaching, and curriculum including, but not limited to, approval and oversight of undergraduate programs and courses, graduate courses, grade rules, examination policy, catalog content, limited enrollment programs, curriculum policy and procedure, and the improvement of teaching and learning through periodic review of program and course objectives, expected learning outcomes, teaching strategies, and assessment.

Curriculum Responsibilities

Department Level

- Organize curriculum/assessment processes and committee(s)
- Develop, assess, and improve courses, programs, and their learning outcomes
- Consult with and propose to the college curriculum committee

College Level

- Help departments understand and follow university policies and procedures
- Ensure that department curricula, including learning outcomes, are clearly articulated and regularly assessed
- Review and, when justified, recommend department curriculum proposals to the corresponding bodies that approve proposals (Undergraduate Curriculum Council, Office of General Education, Educator Preparation Program, Graduate Curriculum Council)

University Level

- Associate deans responsible for curriculum participate in all functions of the Undergraduate and Graduate Curriculum Councils
- The Undergraduate Curriculum Council oversees university curricula in collaboration with the General Education program, Educator Preparation Program, and Graduate Curriculum Council
- Undergraduate/Graduate Curriculum Council submits certain curriculum proposals to AVP Council and the Board of Trustees

Curriculum Teaching and Learning Alignment

Learning Outcomes

Each degree program at BYU has a unique set of learning outcomes, or statements that describe the knowledge, skills, and attitudes that learners should develop after successfully completing the program. Course learning outcomes should support and connect to program learning outcomes.

Learning outcomes should use action verbs to express what students will be able to do at the completion of the program or course; e.g., analyze, create, compare, evaluate.

Bloom's cognitive domain taxonomy is frequently used in higher education to structure curriculum learning objectives, assessments and activities. The six levels of the taxonomy can generally be thought of as degrees of skill development.

Create	Generate a coherent functional whole; constructs new patterns
Evaluate	Judge the value of something based on criteria, processes, or standards
Analyze	Identify how parts relate to one another or to a larger structure/purpose
Apply	Carry out or use a procedure in a given situation.
Understand	Construct meaning from instructional messages, including oral, written and graphic.
Remember	Retrieve relevant knowledge from long-term memory.

Learning Outcomes Alignment Table

The purpose of the Learning Outcomes Alignment Table is to present a credible argument to an interdisciplinary academic audience that the program is successful in helping students achieve program learning outcomes and/or is taking reasonable action to elevate student performance.

Direct and indirect methods of evaluating learning relate to whether or not the method provides evidence in the form of student products or performances. Direct evidence *demonstrates* student achievement to the satisfaction of a qualified academic or other professional. Examples of direct evidence include capstone projects, pass rates or scores on certification tests, internship supervisor ratings of students' performances, and samples of students' written assignments. Indirect evidence reveals characteristics associated with learning, but they only *imply* that learning has occurred. Examples of indirect evidence include focus-group interviews with students, employer surveys, graduate school placement rates, and student perception surveys.

Curriculum Planning Cycle

This document will aid those responsible for development and maintenance of curriculum. The timeline indicates the University's cycle leading to publication of the yearly undergraduate and graduate catalogs and class schedules.

Department and college curriculum personnel should note the year-round process of curriculum review and development. However, **after catalog and class schedule publication deadlines, changes to the curriculum of the university should not be expected.** (Exceptions must remedy a gross error or meet an unusual need as determined by the Undergraduate Curriculum Council.)

Curriculum committees should coordinate the **annual review** of all undergraduate and graduate level programs and courses (**especially 500-level courses**) to make sure they are completed by the fall deadline.

Course or program changes approved at the department and college level must be submitted on schedule for review at the university level. All approved course or program changes will be included in the next published undergraduate and graduate catalog and will be effective beginning the year reflected by each catalog.

Curriculum Reviews

The following must be reviewed and approved by the Undergraduate Curriculum Council and/or the Graduate Council before they can be officially integrated into the curriculum of a college or department:

Course Change

Any change to a course, (i.e., course number, credit hours, lecture hours, lab hours, name of course, description, prerequisites, etc.), addition of a new course, or expiration of an existing course.

Any changes to courses (i.e. credit hours) that affect degree programs require submission of a program change request.

Course changes, additions, or expirations are submitted by departments to their college curriculum representative for review, approval, and submission to the Undergraduate Curriculum Council.

Program Change (major, minor, certificate)

Any change to an existing program, (i.e. name, requirements, etc.), a new program, or the expiration of an existing program.

Department Change

A request for a department name change, creation of a new department, or the expiration of an existing department.

Curriculum Planning Cycle Timeline

Month	Curriculum Review		Graduate Catalog	Undergrad Catalog & MAPs	Class Schedule	Registration Begins	
January	Annual Department and College Reviews. Submit change proposals to UCC and Graduate Council for consideration. (Jan-Dec) Mid Nov.: Curriculum proposal submission deadline	UCC reviews proposals for upcoming academic year		Jan. 31 – Final department & college edits due			
February			Feb 15 – Final catalog changes due	Next curricular year’s final proof (by Registrar’s Office)		For Sp/Su, approx. Feb 1	
March					Mar. 1 – Fall class schedule online Mar. 29 – Winter scheduling begins		
April				Next curricular year printed	Catalog and MAPs published		For Fall, approx. Apr 1
May							
June							
July						Jul. 26 – Sp/Su scheduling begins	
August					Future academic year catalog/MAPs open to editing	Aug 15 – Winter class schedule online	
September			UCC reviews proposals for upcoming academic year (Sept – Jan)	1 st proof to departments for next catalog			
October						Oct 30 – Fall scheduling begins	For Winter, last week of Oct
November						Nov 21 – Sp/Su class schedule online	
December					Departments & colleges edit catalog & MAPs		

Definition of Terms

Class Schedule

A listing of classes available for student registration during a given semester/term.

Course

A learning sequence which has been formally approved by the university and is designated by a teaching area and course number (e.g., ECON 110), credit hour designation, and course description. See [Course Policies, Procedures, and Management](#).

Course Hours

See [Course Credit Hours](#).

Credit

A time-based reference for measuring educational attainment. See [Course Credit Hours](#).

Cross-Listed Course

Courses in two or more teaching areas which are taught together and are considered synonymous in the curriculum system. Courses that are taught together without having the same curriculum ID are *not* cross-listed courses. See [Cross Listed Courses](#).

Curriculum of the University

The total collection of authorized degrees, degree programs, other credit programs, courses, and evaluation procedures which are intended to enhance and to certify educational competence at Brigham Young University.

Degree Program

A learning sequence consisting of prescribed courses and learning objectives, which, when mastered and certified by appropriate evaluation, qualifies a person to receive a degree. This degree can be a major (which may include an emphasis or specialization), or a minor. The university grants the degree as certified by the department chair and academic dean of the degree program, and formally recognizes the completion with a diploma. Degrees are listed on the students' official university transcripts.

Diploma

An official document issued by the university certifying the completion of a degree program. The diploma includes only the major and degree level (e.g., BA, BS, MA, MS, PhD).

Emphasis

Undergraduate: A separate/unique major that is subordinate to a parent major. The parent major appears on the diploma; the emphasis does not. Both the parent major and the emphasis appear on the transcript. An emphasis has a program code and a CIP code. (e.g., "Statistics: Statistical Science." In this instance, "Statistics" is the parent major and "Statistical Science" is the emphasis.)

Graduate: An organizational tool to structure requirements within programs to help guide course selection. An emphasis does not have a program code or a CIP code.

Envelope

An envelope of classes is one or more classes bundled together and requires registration for all of the classes together.

Flags

Flags attached to a *course* or a *class* may limit student enrollment or provide information. Flags attached to the course affect all sections of the course that may be scheduled. Flags attached to a class will only affect that particular section of the course for a specific year/term.

Flex Title

A course may have more than one title: each of these titles is called a flex title. Flex titles share a curriculum ID but have unique title codes. When multiple flex titles exist for a course, one is designated as the primary flex title. Courses with flex titles are usually given an R suffix and often have variable credit hours.

General Education

University-outlined required courses providing a broad base of educational experience. Component of University Core.

Grade Rule

The grade rule designates which grades can be awarded for a specific course. The grade rule is displayed on the instructor class roll. The grade roll generated at the end of the semester/term will only allow those grades to be assigned.

Lab Section

Supervised practical learning experience using special university facilities or equipment. A lab may be an integral part of a course and come under the same course number and within the same hours designation. Alternatively, it may be a stand-alone course with its own course number and credit hours.

Learning Outcomes

Skills, knowledge, and attributes students should have upon completion of a particular course or program of study.

Holds

Identifiers on a student record preventing certain actions (i.e., registration).

Lab Hours

See [Course Credit Hours](#).

Lecture Hours

See [Course Credit Hours](#).

Limited Enrollment Program (LEP)

A program which has been officially authorized to limit the number of students participating in that program. Students must go through additional admissions procedures over and above those to be admitted to BYU. See [Limited Enrollment Programs](#).

Major

The main course of study leading to a degree. Majors (including emphases) are listed on student transcripts.

MAP

Major Academic Plans (MAPs) are designed to help undergraduate students understand graduation requirements and assist them in planning their schedules to finish their programs of study in a timely manner.

Minor

A degree program requiring fewer hours than a major. See [Minors](#).

Prerequisite

A course or other requirement that must be completed prior to another course.

Progress Reports

A document which gauges student progress toward graduation. It outlines the requirements that must be met and shows completion of said requirements.

Repeatable Course

Courses which can be taken more than once and are designated with an R suffix.

Special Topics Course

A generic course that may be used when no existing course fits the need.

Specialization

A specialization is a specialty area within a graduate major or program. The parent major appears on the diploma; the specialization does not. Both the parent major and the specialization appear on the transcript. A specialization has a program code and a CIP code.

Study Abroad

A formalized course of study in an international setting for a specified period of time under the direction of BYU faculty. Registration in each course taken while participating in the Study Abroad experience is required.

Track

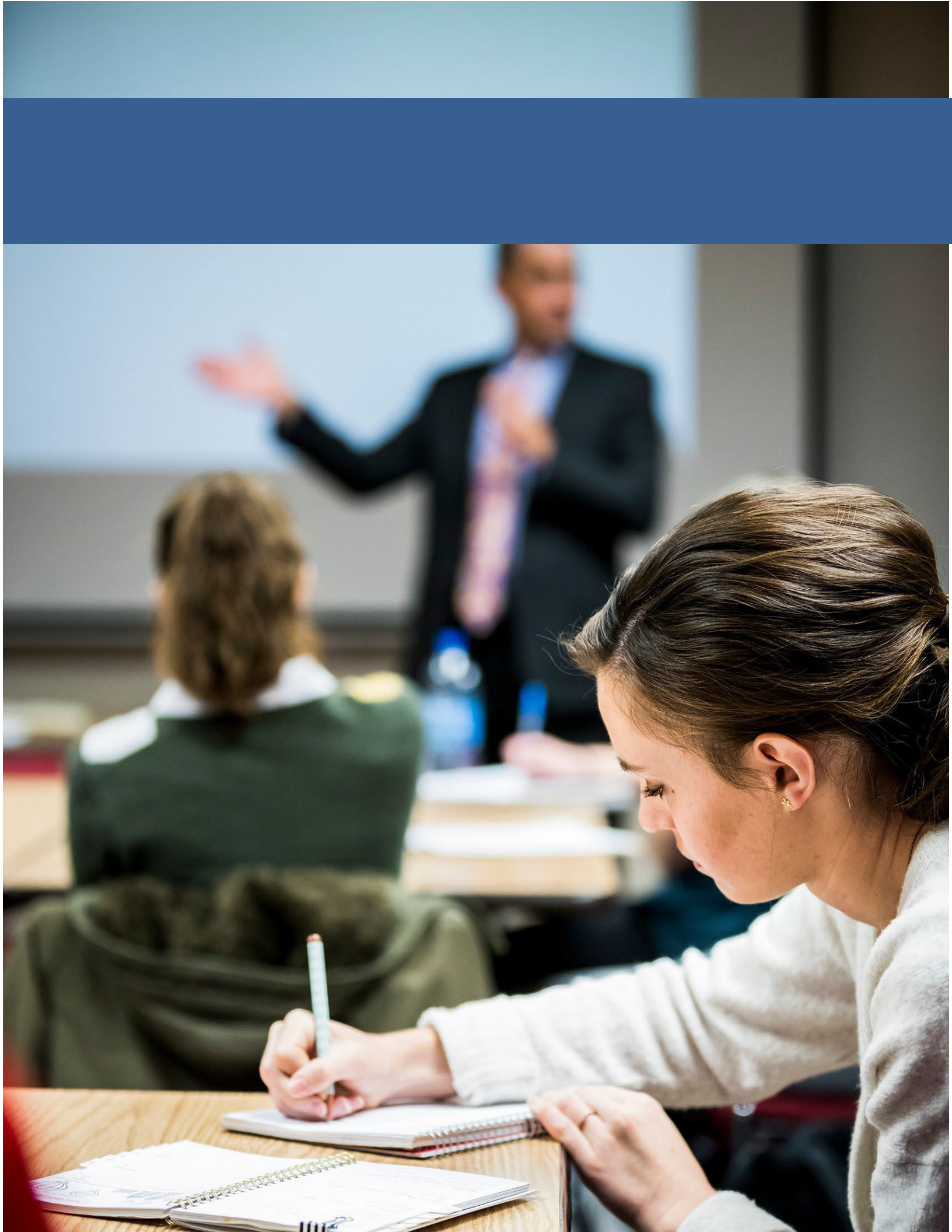
Organizational tools to structure requirements within programs to help guide course selection. A track does not appear on the diploma nor the transcript. Tracks do not have program codes or CIP codes.

Transcript

An official certification by the university of all credit earned and degrees attained. Students may use this document to communicate learning attainments to a third party.

University Core

The university's religion requirements and general education requirements comprise the University Core.



Curriculum Changes

All curriculum changes are submitted through the Coursedog Curriculum workflow process. Proposals are submitted in Coursedog, which leverages workflow technology to ensure appropriate review and approval takes place.

1. The department elects to make changes to its curriculum (courses or programs) for the subsequent academic year. Faculty draft and submit proposals in Coursedog, which facilitates the approval process. Proposals must be ready for UCC review by the fall deadline to be considered for the next curricular year. See [Curriculum Planning Cycle Timeline](#).
2. Coursedog workflow directs proposals through the department curriculum representative, department chair, college curriculum representative, college associate dean assigned to curriculum, and college dean. After these individuals, along with department and college committees, review and approve proposals, they are reviewed by the Undergraduate or Graduate Curriculum Council.
3. The UCC Executive Committee decides which curriculum review items can be “Approved Without Discussion,” which items need to be presented to the UCC for review, and which items need clarification or further development before being considered.
4. Prior to each UCC meeting, the Executive UCC group meets and determines the upcoming meeting’s agenda. The agenda, Approved Without Discussion list, review items, and any additional materials are distributed to UCC members by the curriculum administrative assistant in advance of the meeting.
5. During the UCC meeting, each member with review items on the agenda presents the department or college’s proposal(s). The representative should be prepared to represent the department or college interests. If there are questions of substance the representative cannot answer, the item under discussion may be tabled until further information can be obtained. If the UCC elects to deny a request or return it to the department or college for further work and/or information, the college representative will work with the proposer to resolve issues or announce the UCC’s denial and share the reasons for such.
6. If needed, the UCC chair (AAVP) will facilitate submission to AVP Council, the Board of Trustees, and Northwest Commission on Colleges and Universities (NWCCU) any proposals requiring those levels of approval.
7. After the UCC meeting, the curriculum administrative assistant updates the curriculum database (AIM) with the approved curriculum changes.
8. Coursedog notifies proposers when a proposal has been approved.
9. At the conclusion of the review period, the final curriculum/accreditation report (a list of significant approved changes) will be reviewed and approved by the AVP Council.

University Catalog Changes

Undergraduate catalog

The upcoming year's undergraduate catalog is reviewed by department and college curriculum representatives, who make edits prior to February. In February, the curriculum administrative assistant conducts a final proof of the catalog, ensuring that approved curriculum changes appear correctly and editor's changes are appropriate. The undergraduate catalog is published online on March 1.

Graduate catalog

Graduate Studies' online catalog is updated on a daily basis as needed with archival copies made by May 31 each year. Changes are submitted to Graduate Studies.

Major Academic Plan (MAP) Changes

1. MAP sheets for each undergraduate major degree program (and a few minor programs) are generated based on curriculum changes approved for the next curriculum year.
2. Once MAPs are completed, they are posted online.



Academic Unit Changes (create, expire, or merge)

- A proposal to change the name, organizational alignment, or continuation of a college, department, school, or center must have the prior endorsement and support of all chairs and/or deans involved.
- Proposed college, department, school, or center changes must be reviewed by the UCC.
- The UCC submits its recommended action to the Academic Vice President's (AVP) Council. The AVP Council submits its decision to the President's Council and/or the Board of Trustees and NWWCU for review.

Section 4: Program Policies, Procedures, and Management

Programs: Definitions

Undergraduate programs

Emphasis: A separate/unique major that is subordinate to a parent major. The parent major appears on the diploma; the emphasis does not. Both the parent major and the emphasis appear on the transcript. An emphasis has a program code and a CIP code. (e.g., “Statistics: Statistical Science.” In this instance, “Statistics” is the parent major and “Statistical Science” is the emphasis.)

Track: Organizational tools to structure requirements within programs to help guide course selection. A track does not appear on the diploma nor the transcript. Tracks do not have program codes or CIP codes.

Graduate programs

Specialization: A specialization is a specialty area within a major or program. The parent major appears on the diploma; the specialization does not. Both the parent major and the specialization appear on the transcript. A specialization has a program code and a CIP code.

Emphasis: An organizational tool to structure requirements within programs to help guide course selection. An emphasis does not have a program code or a CIP code.

	Diploma	Transcript	Program Code	CIP Code
Undergraduate				
Major (Biology BS)	Yes	Yes	Yes	Yes
Parent major (Statistics)	Yes	Yes	Yes	Yes
Emphasis (Statistics: Statistical Science BS)	No	Yes	Yes	Yes
Track (Social Sciences track within the European Studies BA)	No	No	No	No
Graduate				
Major (Counseling Psychology PhD)	Yes	Yes	Yes	Yes
Parent major (Exercise Sciences)	Yes	Yes	Yes	Yes
Specialization (Exercise Sciences: Health Promotion MS)	No	Yes	Yes	Yes
Emphasis (Physics: Acoustics, Atomic, etc.)	No	No	No	No

Program Integrity and Misrepresentation

Purpose

Clarify policies and roles surrounding university and degree requirements as impacted by the program integrity rules.

What is the misrepresentation rule in the program integrity law?

The program integrity rules, adopted by the U.S. Department of Education in 2010, established new compliance requirements for administrators to follow. The misrepresentation regulation is one of these requirements and applies to a university that makes "substantial misrepresentations" about the "nature of [its] educational program." A substantial misrepresentation is "[a]ny misrepresentation on which the person to whom it was made could reasonably be expected to rely, or has reasonably relied, to that person's detriment." (34 CFR § 668, Subpart F).

How does this apply to current products/services?

Since several university publications (including the undergraduate catalog, Major Academic Plan's (MAPs), and progress report) consist of statements made to current and prospective students about the nature of our educational programs (e.g., content of courses, policies related to obtaining a degree, college flowcharts), they are covered by the misrepresentation regulation and we should avoid making any "substantial misrepresentation" within them.

How do we avoid misrepresentation situations?

Documentation, services, or information upon which a student "could reasonably be expected to rely" should be accurate and thoroughly reviewed periodically. The Registrar's Office routinely collects and disseminates information, and academic units/offices certify accuracy of that information. Some annual processes that produce information for students are as follows:

Product	Start-End	Responsible Parties
Undergraduate Catalog	December-March	Department Chair, Associate Dean, Policy Steward
	Description: The undergraduate catalog is published annually ahead of priority registration in March. The catalog review process begins in December of each year when all colleges and departments are contacted by the Registrar's Office with an invitation to review and edit their catalog sections. Policy owning offices are also contacted and are requested to review their content.	

Section 4: Program Policies, Procedures, and Management

Major Academic Plan (MAP)	December-March	Department Chair, Associate Dean, Policy Steward
	Description: Each degree granting program has an associated Major Academic Plan (MAP) that lists general education and religion requirements with course suggestions, program requirements, suggested sequencing, and general program information. A review process is initiated by the Registrar's Office each year in conjunction with the catalog review.	

Procedures to correct misrepresentation in out-of-cycle situations

It is *standard procedure that program changes follow the Undergraduate Curriculum Council (UCC) timeline (Aug-Nov)* for next academic year publications. However, if a situation arises in which the university should update a representation about a program outside the UCC timeline, the following steps should be followed:

Action Item	Description	Steps		
		Legal	Registrar's Office	College/Depts
Program requirements (Additions)	If you need to ADD a requirement, or ADD to a requirement, that is mandated by law for a current year publication and UCC is not in session.	Review to ensure requirements apply to the university.	Review the change with executive UCC. If approved, make the change in the AIM curriculum system.	Notify relevant student populations of the changes.
Program requirements (Modifications/ Deletions)	If you need to MODIFY or DELETE a requirement for a current year publication and UCC is not in session.	Legal review if necessary.	Review the change with executive UCC. If approved, make the change in the AIM curriculum system, catalog and MAPs.	Create UCC proposal to fix future iterations. Written description of the change and approval from dean or administrator sent to Registrar's Office. Notify relevant student population(s) of the changes. Fix future MAPs.
Changing a policy	If you need to change official university policy statements.	Initiate the process for President's Council approval	Make the changes once approved.	Work with General Counsel to articulate changes. Notification as necessary.

Related policies (independent of program integrity)

1 - Student Academic Grievance Policy - College and Departments

See: <https://policy.byu.edu/view/index.php?p=120>

There may be occasions when a student believes her/his academic work or conduct has been unfairly or inadequately evaluated by the faculty. Usually such differences of opinion can be amicably resolved informally between the student and faculty member.

2 - Academic Petitions - University Registrar

See: <http://catalog.byu.edu/policy/petitions>

Students who encounter a non-academic emergency or circumstance affecting the academic record may submit a petition asking for an exception to university policy by providing justification and documentation to support the request. Possible requests may include adding or withdrawing from a class after the deadline, adding challenge exam credit, or extending an incomplete deadline.

Additional roles related to all aforementioned policies

Registrar's Office	College
<ul style="list-style-type: none"> • Enforcement and facilitator of program integrity issues • Enforce policy and procedures • Certify university requirements are met (GE, religion, 120 hours, minimum GPA, residency requirements) • Certify all program requirements are met • Initial intake of academic petitions - Program requirement petitions are then referred to the college 	<ul style="list-style-type: none"> • Recommend candidates for graduation • Ensure program requirements are met • Petitions for program requirements

Undergraduate Programs

Policies

Majors and Minors

1. No more than sixty (60) credit hours may be required for a major degree program.
 - a. Any exception to this guideline must be approved by the UCC and the Academic Vice President's Council. Exceptions should be based on accreditation requirements, licensing needs, EPP requirements, etc.
 - b. If a program already exceeds 60 credit hours and proposes new coursework, it must decrease program credits elsewhere to prevent a net increase. This does not pertain to adding courses to an existing elective list.
 - c. Total program credit hours may include hours that double count with general education, religious education, and prerequisite courses.
2. A minor must require a minimum of 15 credit hours and should not exceed 21 hours for completion.
3. Departments may not limit the number of students majoring in a program unless it has been officially approved as a Limited Enrollment Program. When LEP status has been authorized, notice of this fact should be stated in the Undergraduate Catalog, including application deadlines, percentage of applicants admitted historically, and total student capacity. See [Limiting Enrollment in a Degree Program](#).
4. Any program changes that lead to new majors, minors, emphases/specializations, a change in the total number of hours in a degree program, a change in a program's requirements, or to expiration of a program must be reviewed and approved through the Program Modification procedure. See [Program Modification](#).
5. To ensure consistency across the university, the department must indicate the total credit hours required to complete a major, minor, or emphasis/specialization. This number includes all courses that must be taken in order to be granted the major, minor, or emphasis/specialization, including prerequisite courses and courses that may double count with University Core requirements.

Double Majors

A second major must be approved by the chair(s) of the department(s) involved and the dean of the college responsible for the primary major. The proposal and approval process requires an evaluation of all University Core and major requirements and a time-to-graduation analysis. Petitions for a double major must be submitted prior to earning 75 BYU hours (excluding language exam credits). A proposal that will delay graduation more than a semester will rarely be approved.

Section 4: Program Policies, Procedures, and Management

The student must complete a comparative graduation plan. It will be verified and signed by the supervisor of the College Advisement Center (CAC) responsible for the primary major who will then send it to department chairs and the dean for approvals and signatures. It is also the student's responsibility to be aware of the consequences of lengthening the undergraduate experience, which may include CAC holds or discontinuance of financial aid.

Courses used to satisfy the requirements of a student's major can also be used to satisfy the requirements of a minor or an approved second major, if such is permitted by the requirements of the proposed second major.

Only one degree will be awarded, regardless of the number of majors or minors a student obtains. The degree granted (e.g., BA, BS) is determined by the primary major and only the primary major will be printed on the diploma and listed in the University Commencement program. Both majors will appear on the student's transcript.

Minors

A minor offers students the opportunity to increase their breadth of expertise by exploring an area of study in depth but not to the same degree as in a major. Some majors require students to complete a minor from a specified set of options, but for most students a minor is optional.

Courses used to satisfy the requirements of a student's major may be used to satisfy the requirements of a minor, unless the minor's requirements place restrictions on the double counting of courses.

Classification of Instructional Program (CIP) Codes

BYU files a number of annual reports each academic year that require use of US Department of Education Classification of Instructional Program (CIP) codes. Failure to do so could result in sizeable fines and possible curtailment of Title IV participation and federal financial aid received by the student body.

As each degree program is created and/or updated, departments must verify that the CIP Code attached to the program accurately reflects the subject matter of the program as outlined by the U.S. Department of Education. See <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

In instances where two or more CIP codes could be used to categorize the program, departments should choose the code category that is more generalized or fits the majority of the subject criteria as outlined by the code descriptions.

Limiting Enrollment in a Degree Program

Departments may not limit the number of students in a major or minor program unless approved by the Undergraduate Curriculum Council and the Academic Vice President's Council.

Limited Enrollment Program Policy

Limited Enrollment Programs (LEP) at Brigham Young University are academic programs that have been granted permission by the Undergraduate Curriculum Council (UCC) to limit the number of students admitted. This status is granted only if programs can sufficiently demonstrate a lack of resources that requires enrollments to be limited. Programs that require application processes that do not limit the number of entering students (such as completion of an application form, a physical exam, or an interview) are not considered limited enrollment programs.

Guiding Principles

1. Students should be able to select the major of their choice and be responsible for that choice.
2. A few programs with efficiently utilized but nevertheless insufficient resources may require enrollment limitations.
3. Limited enrollment status should be considered a last resort, not convenient response to resource constraints. Departments are encouraged to consider alternatives, such as reducing the total credit hours required, increasing enrollment in lower-division courses to allow more faculty to teach smaller upper-division courses, increasing spring/summer offerings, adjusting teaching assignments, or other available options.
4. Standards for admission to a limited enrollment program should be clear. Students should be informed of those standards before admission to BYU and receive advisement in meeting those standards after admission. (For example, the number of students who apply, the number accepted and denied, the criteria upon which acceptance is based, prerequisite courses, and the number of semesters required to graduate should be published as part of advisement.)
5. Careful college and program advisement is critical in the case of limited enrollment programs. Students considering admission to limited enrollment programs must be advised of the admission criteria, the likelihood of being admitted, alternative programs, and general career planning. In order to be granted limited enrollment status, academic units must specify how the advisement of students seeking admission will take place.

Criteria for Granting Limited Enrollment Status

The only criterion for requesting limited enrollment status is lack of resources. The reality is that all units experience resource constraints, but in a few exceptional cases, a program with efficiently utilized but inadequate resources may find it necessary to request enrollment limits as a last resort.

The justification for seeking limited enrollment status must be fully documented. This documentation should include comparative information from peer institutions, data on teaching assignments, student credit hours per FTE, and so forth. Justification for limiting enrollments may involve resource constraints related to any or all of the following:

1. Student/faculty interaction. *Since all programs desire optimal student/faculty interaction, claims made on this basis must be carefully documented.*
 - Some programs may reach student/faculty ratios that are beyond reasonable limits for the discipline. Limited enrollment status may be justified when high student/faculty ratios are reached and efforts to accommodate more students (e.g., hiring more part-time faculty) are inappropriate.
 - Some accreditation agencies mandate maximum class sizes. Where accreditation is used as a justification, specific information about the restriction and benefits of accreditation must be provided.
 - There may be discipline- or subject-related reasons for maintaining a certain maximum class size, such as writing-intensive courses, courses taught in a studio format, case teaching, and courses that involve projects that require extensive one-on-one mentoring. (This criterion acknowledges practical limits to the reallocation of faculty FTE across colleges and programs based on short- and mid-range fluctuations in student demand for specific programs.)
2. Laboratory space
 - Some programs require significant laboratory work. The number of students may be limited by the number of laboratory stations.
3. Clinical positions
 - Some programs are limited by how many students can be placed in clinical, intern, or student teaching positions. Limitations could be physical (e.g. the number of available hospitals) or related to program's capacity to supervise students.

4. Classroom space
 - Some programs may be limited by the physical capacity of classrooms. (For this justification to be considered, the program should demonstrate it has explored alternative venues and time schedules.)

Acceptable Means of Limiting Enrollment

1. When a program has been granted limited enrollment status and has established its enrollment capacity, it must define and clearly publicize its methods for admitting the best-qualified students. Performance in prerequisite courses and evidence of program-specific attributes or skills are the appropriate means of selecting the best qualified students.
2. An LEP that uses performance in prerequisite courses as a means of selecting students must publicize the most recent (last two admissions cycles) GPA threshold or other measures that qualify students for admission.
3. Prerequisite courses for limited enrollment program admission should meet the following criteria:
 - The number of prerequisite courses should not exceed four.
 - At least half of the required prerequisite courses should fulfill general education requirements so that some of the credits earned in order to apply to an LEP will count toward other requirements should a student not be admitted to an LEP.
 - Some prerequisite courses should be oriented toward the core of the discipline to give the student an opportunity to explore and evaluate his or her desire to continue to study in the subject area.
4. Programs must present and implement procedures to track, monitor, and advise students in the pre-major program.
5. Limited enrollment programs should consider competency evaluations as part of their admission criteria (for example, auditions, interviews, essays, or other competency measures).
6. Limited enrollment programs may give serious consideration to admitting students conditional upon BYU admission.

Unacceptable Means of Limiting Enrollment

1. **Minimum overall GPA.** When enrollment must be limited, the criteria for selecting students should relate directly to their preparation for and ability to succeed in the program rather than to their aptitude for general university work.
2. **A fixed minimum GPA for prerequisite courses.** This process may arbitrarily limit the number admitted without reference to a program's enrollment capacity. A published minimum GPA may also set a false expectation for admission.
3. **Unreasonable preparation time.** Requiring students to take more than four prerequisite courses before applying to the program places hardships on the students who are not accepted and wastes university resources.
4. **Application restrictions to available programs.** There should be no restrictions to the number of programs to which a student may simultaneously apply. Students should be allowed to apply for multiple programs within a department at the same time. Delays place additional hardships on students and may extend the time in the pre- major category.
5. **Limitations through too few application dates.** LEP admission dates must be available at least twice a year unless students are advanced within a program as a cohort. Students must be notified of the application outcome no later than one month after the application deadline.
6. **Insufficiency of required courses.** Departments should not limit enrollments by failing to provide the number of courses or sections necessary to allow students an orderly progression through the program. Resulting inefficiency causes financial loss for the students, the departments, and the university as a whole.

Important Considerations

1. **Gateway to Limited Enrollment Programs (Pre-major programs)**
Students declare their intent to major in a Limited Enrollment Program by entering a pre-major program. The pre- major for an LEP cannot, itself, have enrollment limits. Students in a pre-major who complete the approved requirements for admission to an LEP must be informed no later than one month after the application deadline whether they have been accepted into the LEP.

2. Course repeat policy

Any course used to determine admission to a Limited Enrollment Program may be repeated only once. Any additional repeats of the same course will be disregarded in LEP admission processes and decisions.

3. Notification of denial to a Limited Enrollment Program

When students are denied admission to an LEP, the program must notify them within one month of the application deadline in writing of the reasons for non-acceptance, the standards required for the program, the likelihood of future acceptance, and appropriate options. Individual advisement should be provided to students in making appropriate decisions, and those unlikely to be admitted in the future must be so advised. Students who intend to reapply should be strongly encouraged or required to meet with advisors.

4. Records and interim reviews

Programs must keep historical data on LEPs for each year and include it, as requested, on the application form for LEP status.

5. Shifts in application numbers

If at any time the number of applicants should fall below the enrollment capacity set by a qualified LEP agreement, the LEP status is not applicable and the program must allow entry to all applicants.

Application for Approval as a Limited Enrollment Program

The evaluation of limited enrollment programs will be conducted by the LEP committee of the Undergraduate Curriculum Council (UCC). The committee will include a member from University Advisement. Programs requesting limited enrollment status will submit an application to this committee. The committee will make a recommendation to the entire UCC, and the UCC members will vote on granting limited enrollment status.

If approved, the status is applied until the next unit review. Application for continued approval of limited enrollment status must then be submitted to the committee within a year of the regular unit review.

1. In the application for limited enrollment status, programs must document a lack of resources and make a case for limiting enrollments. The committee can request additional data from programs in its review. This will include copies of the most recent unit review and any accompanying accreditation reports.

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2. The committee will have the responsibility of considering the broader needs of the university, not only the needs of individual departments or colleges, as it considers granting limited enrollment status.
3. Once limited enrollment status is approved, the committee will follow-up with programs regarding their adherence to these policies. The LEP committee may choose to review an LEP at a three year interval (i.e., midway between applications for approval/re-approval).
4. Significant changes to admission policies for approved LEPs should be submitted for review to the LEP committee. Any exceptions to the LEP policies must be considered by the entire UCC.

Limited Enrollment Program Policy—revised October 2017

Educational Certificates

Educational Certificate Policy

The purpose of this policy is to regulate the use of the university's imprimatur on educational certificates in three broad educational settings. It is also intended to regulate the issuance of official university certificates and the posting of certificate designations on student transcripts. This policy governs educational certificates of completion (participation) as well as certificates of competence. Sections I-III pertain to certificates of completion; Section IV pertains to certificates of competence.

I. Certificate Programs Involving Approved University Courses

- A. There are a limited number of legitimate reasons for offering certificates of completion for educational programs involving approved university courses, including those offered through Independent Study. Typically, certificates are used to designate completion of educational programs containing specialized knowledge.
- B. Associated educational requirements should not require the approval of new university courses, and should constitute a coherent, university-level, educational experience.
- C. Except in cases where licensure certification requirements stipulate otherwise, certificates of completion will not appear on a student's transcript.
- D. Certificate programs must be approved by the Undergraduate Curriculum Council. Graduate certificate programs must be approved by the Graduate Council. Criteria used to evaluate proposals will include the following: 1) Coherent design—characterized by appropriate breadth, depth, sequencing of courses, and synthesis of learning. 2) Demonstrated market value, in the form of enhanced employment or professional opportunities for certificate bearers. 3) Length— typically the requirements for certificate programs will range from 12-18 credits.
- E. Certificates of completion of this type may include the university medallion (see identity.byu.edu) and should be signed by the appropriate dean.

II. Certificates of Participation in Workshops and Conferences

- A. Within the purview of this policy, it is appropriate for BYU faculty and staff to offer outreach educational programs outside the university's normal curriculum and related degree programs. These might be offered on or off campus. Although there may be exceptions, it is assumed that the participants in these educational activities would not be BYU students.
- B. These certificates may be signed by the faculty member(s) teaching or

administering the program and the signature block(s) may include their university affiliation. No other use of the university name and/or medallion is allowed in conjunction with these certificates unless the educational activity is officially sponsored by a college, school, department or program. In these cases, the university medallion may be included on certificates.

- C. The approval process for granting certificates of completion from the university, including any of its educational units, for workshops and conferences is as follows: 1) A single workshop or conference must be approved by the Dean(s) of the sponsoring college(s). 2) An ongoing workshop or conference must be approved by the Undergraduate Curriculum Council.

III. Certificates Offered by Third-Party Educational Organizations or Professional Associations

- A. There are instances in which BYU serves as an educational host for certification programs offered by professional associations and related groups. It is normal for BYU faculty to assist with these programs as teachers or administrators.
- B. In these situations, the appropriate certificates should be issued by the professional association, following their guidelines and procedures.
- C. If it is normal procedure for the faculty assisting with these programs to sign the associated certificates, it should be made clear that their signature does not constitute the imprimatur of BYU. The university medallion may not be used on these certificates.

IV. Certificates of Competence

- A. Whereas certificates of completion covered in the previous sections can be offered in conjunction with BYU courses or workshops, certificates of competence should not be issued in conjunction with these educational offerings.
- B. Under special circumstances BYU educational units or programs may offer certificates in connection with the administration of standardized tests designed and administered by BYU faculty but that are not linked to participation in BYU courses or workshops. Such tests (e.g. language proficiency tests) may be provided as a professional service for both BYU students and individuals not otherwise associated with BYU. All tests and their uses must be approved by the appropriate department chair(s) and dean(s). Different types of certificates being provided individuals completing these tests depending on BYU's level of control over test administration.
- C. Tests administered by BYU: Certificates specifying a person's level of competence based on test results may use the university medallion, should stipulate the specific competence/ability measured, must specify the unit within the university that administers the test and certifies test results, and be signed by the testing

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unit's administrator [and the dean of the sponsoring college.

- D. Tests licensed by BYU: Certificates specifying a person's level of competence based on tests results may not use the university medallion and they should not be signed by a BYU representative. These certificates should state that this is a test developed by BYU but licensed to and/or administered by specified third parties. It should further stipulate that BYU is not certifying the results of the test or the level of competence associated with the test score.

Educational Certificate Policy Sections I-III—approved January 2004;
Section IV—approved June 2004

Interdisciplinary Degree Programs

Collaborative efforts in teaching can occur in courses, emphases, specializations, or tracks within degree programs in established departments. In certain instances sufficient justification may exist for an emphasis, specialization, or track to be expanded beyond one department and become an Interdisciplinary Degree Program (IDP).

Principles governing the establishment of an Interdisciplinary Degree Program

1. An IDP will be considered when a new area of study is emerging that benefits from collaboration among multiple academic units.
2. The option to create an IDP will be considered when there is sufficient faculty, staff, financial resources, facilities, and equipment available through interested deans and chairs. The program can be successful only with the combined resources and commitments of multiple academic units.
 - a. An IDP must have a host college and department and sufficiently broad support from collaborating academic units to be sustainable.
 - b. An IDP must have a faculty coordinator who participates fully in the governing structure of the host college or department.
 - c. An IDP oversight committee that includes key representatives from all participating academic units must be organized and broadly supported. The IDP coordinator may chair the oversight committee. A key responsibility of the oversight committee will be conducting and overseeing assessment efforts.

Procedures for proposing and establishing a new Interdisciplinary Degree Program

1. An ad hoc faculty committee develops and submits a written IDP proposal to the Undergraduate Curriculum Council (undergraduate program) or Graduate Council (graduate program). The proposal must include a detailed plan and a memo of understanding signed by all supporting deans and department chairs that includes the following:
 - The host academic units (college/department)
 - Proposed oversight committee members and program coordinator
 - Full disclosure of anticipated faculty loads and stewardship lines
 - Budgetary requirements
 - Library resources
 - Student advisement resources and responsibilities
 - Program management commitments
 - Space and equipment required
 - Staff support required/requested
 - Evidence of student interest
 - Curriculum design (program and courses)
 - Program catalog information

If the proposal is approved by the Undergraduate Curriculum Council and/or Graduate Curriculum Council, it will follow the normal program creation process.

Procedures

Program Creation

1. Program Proposal Submission
An individual or academic unit proposes a program by providing detailed program requirements, program-level learning outcomes, and projected impacts. Letters of understanding/support from all affected departments should be included.
2. Undergraduate/Graduate/Graduate Curriculum Council Approval
The department and college curriculum committees, as well as the Undergraduate/Graduate/Graduate Curriculum Council, review the proposal and supporting documentation. Sponsors of the proposal will be invited to discuss the program proposal with appropriate councils. The councils will recommend approval or denial of the request, and ultimately the Undergraduate/Graduate/Graduate Curriculum Council will either deny the proposal or approve it for recommendation to the Academic Vice President's Council.
3. Academic Vice President's Council Approval
The program proposal is submitted to the Academic Vice President's Council for approval.
4. President's Council Approval
Following approval by the Academic Vice President's Council, the proposal is submitted to the President's Council for approval.
5. Board of Trustees Approval
Following approval by the President's Council, the proposal is submitted to the Board of Trustees for final approval.
6. NWCCU Approval
Following approval by the Board of Trustees, the proposal is submitted to NWCCU for final approval/notification.

Program Modification

To modify a program's name or requirements, the sponsoring department pursues the above process through the Undergraduate/Graduate/Graduate Curriculum Council step.

Program Expiration

To expire a program, the sponsoring department pursues the full process above.

Graduate Program Creation or Modifications

Program Guidelines

The guidelines below will help departments identify basic questions to address in proposals for new graduate programs. The questions and statements under each major heading identify information to be included in the proposal.

Program Purpose

1. What is the purpose of the graduate program and how does the program relate to the mission of the department, the college, and the university?
2. What is the intended focus of the program and the supporting rationale for the selected focus? How do the expertise and interest of the graduate faculty support this focus? How will the proposed program compare with similar programs at other universities?
3. How does the department intend to offer a program of real consequence and how long will it take to achieve recognized excellence?

Program Design

1. Describe the program degree requirements, curriculum, prerequisites, proposed curricula schedules, etc. Include material that will appear in the Graduate Catalog as well as printed program information and guidelines for students.
2. How many and what new courses will be offered? Indicate how the program curriculum will be managed (i.e., staffing, sequencing, etc.).
3. What will be the impact of the program on current department activities and offerings? Will other graduate and undergraduate programs be affected? If so, how will they be affected and what adjustments will need to be made?
4. How does the program fit into the administrative structure of the department?
5. If other departments are involved, indicate to what degree they will be involved, how they will be affected, and their level of support.
6. How and when will the proposed program be implemented?

Program Quality

Faculty

1. Describe the quality of the current department faculty, i.e., educational credentials, scholarly and creative activity, teaching expertise, and professional involvement outside BYU. Include faculty vita on all department faculty.
2. What faculty will be involved in the proposed program? Describe their qualifications and commitment to the program, their relationship to other programs (both graduate and undergraduate), and the impact the program will have on the quality of faculty performance.
3. Describe the anticipated workload of faculty members involved in the graduate program.
4. What is the degree of faculty support for the program? What is the level of involvement of the faculty in the design of the program and in decision-making processes?

Students

1. What is the anticipated number of students to be enrolled in the program? What is the basis for this projected number?
2. How many new students will be admitted per year? How many will be graduated each year, and what is the anticipated total number of students to be in the program at any one time?
3. What will be the criteria and procedures for admission to the program?
4. What are the plans for the recruitment of students and likely sources for potential students?
5. What is the demand for graduates of this program and where will graduates most likely be placed (e.g., academe, professional practice, industry, further graduate study)?

Resources

1. What will the program cost? Describe the anticipated initial outlay, the existing resources, and any new resources the program might attract. What resources are needed to maintain the program and what is necessary to achieve excellence?
2. Consider such specific demands on resources as the following:
 - a. Faculty: teaching assignments, research support, additional faculty.
 - b. Space: faculty offices, classrooms, student offices.
 - c. Library: extent of current collection, number of additional volumes needed, etc.
 - d. Equipment: computers, laboratory equipment.
 - e. Student financial aid: fellowships, grants, assistantships.
3. What do comparable programs cost at other universities? How do their budgets compare with this program?

Recommendation

It is anticipated that the department initiating a proposal for a new graduate program will make use of an external consultant, specifically to review the proposal within the context of the entire department and to make recommendations regarding the feasibility of the proposed program. The consultant's observations and recommendations and the action the department intends to take (or has taken) regarding the suggestions should be included in the proposal submission.

Program Creation

1. Program Proposal Submission

A program proposal is submitted to the Dean of Graduate Studies. Letters from the department chair and the college dean, documenting the support of the department and the dean, should accompany the proposal. If the proposed program will involve or impact other academic units, supporting documents from the chair and dean of these units should be included.

2. Graduate Council Review

The Graduate Council reviews the proposal and supporting documentation. Sponsors of the proposal will be invited to discuss the program proposal with the Council. The Council will recommend approval or denial of the request and notify the sponsoring department of its recommendation.

3. Associate Academic Vice President and Academic Vice President Approval

The program proposal is submitted to the Associate Academic Vice President and the Academic Vice President with the accompanying Graduate Council's recommendation.

4. President's Council Approval

Following approval by the AVPs, the proposal is submitted to the President's Council.

5. Board of Trustees Approval

Following approval by the President's Council, the proposal is submitted to the Board of Trustees for final approval.

6. NWCCU Approval

Following approval by the Board of Trustees, the proposal is submitted to NWCCU for final approval/notification.

7. Subsequent Review

Plans will be made to assess the effectiveness of the program in meeting its objectives. This evaluation can be accomplished either during the department's regularly scheduled department review or three years following its implementation, whichever comes first.

Program Modification

Generally, program changes do not require the full procedural review described above. Nevertheless, consultation with the Graduate Dean is suggested, and in those cases where the changes are major, a determination will be made as to whether or not the proposed modification will go before the Graduate Council.

Section 5: Course Policies, Procedures, and Management



Course Policies

Course Catalog Numbers

The teaching area (5 character limit abbreviation) and a 3-digit number (which may have a letter suffix) are used to designate each course.

<u>Course Number</u>	<u>Type of Course</u>
1 to 99	Preparatory and remedial (non-credit)
100 to 299	Lower-division
300 to 499	Upper-division
500 to 599	Advanced undergraduate (90 hours completed and/or departmental approval) or graduate
600 to 799	Graduate

Reserved Numbers

199R, 299R, 399R, 496R, 599R, 688R — Internships
 499R — Senior or honors thesis
 589 — Inservice course with school districts
 699R — Master's thesis research and writing
 799R — Doctoral dissertation research and writing
 698R and 798R — Field project in lieu of thesis and dissertation

Course Suffixes

M — Designates a departmental majors course
 R — Designates a course that may be repeated for credit

Two R courses offered through the same department, with the same number on a transcript, are treated as two independent courses.

Note: Suffixes such as “A,” “B,” or “C,” intended to illustrate course sequencing are discouraged. Course sequences should instead be designated with separate numbers (e.g., Math 112 and 113) or with Arabic numerals in the title (e.g., Calculus 1 and Calculus 2).

Special Topics Courses

Departments may offer special topics courses where course content may vary each semester. This enables the department to offer current subjects on a one-time basis, experimental courses, or courses which would not be allowed to remain active because they are offered too infrequently. These courses normally have an R suffix.

Use of Previously Used Course Numbers

An existing course number should not be reused for a different course until the course has been expired for a period of at least three years. This helps to avoid difficulties in the interpretation of student records and reduce confusion over program requirements.

Departments can use the CRS3 page in the AIM system to determine which course numbers are available for use.

Use of 500-Level Catalog Numbers

Definition: Graduate, advanced undergraduate, or certification/licensure courses

Approved uses:

1. Introductory, foundation, or elective graduate courses
2. Courses that require 400-level prerequisites
3. Advanced undergraduate elective courses that must exceed upper-division level
4. Foundational or introductory post-baccalaureate courses leading to professional certification or licensure
5. Courses essential to programs that bridge between five-year undergraduate programs and graduate foundation studies

Guiding Principles:

1. Graduate courses and programs should differ qualitatively from undergraduate programs and courses.
2. An excellent undergraduate experience should not require enrollment in graduate level courses, except in the case of an integrated bachelor/master's program.
3. Exceptional undergraduates who are willing and able to meet graduate level standards may enroll in any 500 level courses that are not restricted to graduate students.
4. Advanced graduate-level courses should be numbered at the 600 and 700 levels.

Course Titles

Full Course Title

The full course title should succinctly reflect the main topic of the course. This title will be displayed in the university catalog. Avoid jargon.

Abbreviated Title

The abbreviated version of the full course title is limited to 30 characters/spaces. This title will show in the class schedule and on the student's transcript.

Flexible Titles

This option allows a department to offer multiple titles for one course. Multiple flexible titles may appear in the class schedule at the same time. Flexible titled courses use the "R" suffix. Generally, flexible titled courses are used with special topics courses, seminars, or courses for which the general subject area is fixed but the specific materials vary from year to year.

Course Credit Hours

One semester hour of credit generally includes a minimum of one hour of instruction per week in a semester or two hours of instruction per week in a term (e.g., generally a three-hour class will meet at least three hours per week for a semester). The expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared. These three hours may include one hour of lecture plus two hours of work outside class, three hours in a laboratory with little outside work, or any other combination appropriate to a particular course. For example, three credit hours could represent:

- a. 3 hours in class and 6 hours out of class
- b. 2 hours in class, 1 hour lab, and 6 hours out of class
- c. 2 hours in class and 7 hours out of class
- d. 9 hours a week on the computer for an online course

Grade Rules

Valid grades for the course are determined by the approved grade rule. The grade rule is listed on the class roll each semester/term. The online grade submission system will only allow instructors to select grade options associated with the grade rule for that course as outlined below:

Grade Rules 1-6 are historical and used for archived data only.

Grade Rule 7: 1.5–4.0. (Numeric grade rule)

To be used by Law School only.

Grade Rule 8: A, B, C, D, E, I. (Standard grade rule)

Grade Rule 10: A, B, C, D, E, T, I. (Standard grade rule with a T option)

To be used when the completion of course work does not normally occur at the end of a term or semester.

Grade Rule 13: CR, NC, I. (Credit-no credit grade rule)

To be used only where evaluation of student performance is inadequate for use of the standard grade rule.

Grade Rule 14: CR, NC, T, I. (Credit-no credit grade rule with a T option)

To be used when evaluation of student performance is inadequate for use of the standard grade rule and completion of the work does not normally occur at the end of a term or semester.

Grade rules apply to all sections of a course; individual sections of a course cannot have separate grade rules. However, individual flexible titles (each individual title code assigned to the curriculum index number) can have a different grade rule from the main or generic title of the course.

A grade rule change for the upcoming academic year can be proposed in Coursedog. If there is an immediate need to change a course's grade rule, email the Registrar's Office with justification and proof of department chair approval.

D Credit

Students may use a course in which they receive a D grade (“minimum passing”) to complete major, minor, religion, or general education requirements. Those receiving a D grade in a course will not be required to retake the course unless a higher minimum grade is stipulated in a degree program or course sequence description in the undergraduate or graduate catalog.

Courses taken at other colleges or universities with D grades will count toward the total hour requirement for graduation, but will not fill BYU university core requirements and in most instances will not fill major requirements.

UCC Exceptions to the University D Credit Policy (Minimum Grade Standards)

Students may use a course in which they receive a D grade (“minimum passing”) to complete major, minor, religion, or general education requirements. Students receiving a D grade will not be required to retake the course unless there is a *significant educational purpose* that has been justified as an exception on the basis of legal requirements, health and safety considerations, accreditation standards, professional certification demands, or essential skill development (i.e., a minimum grade is essential for students to progress in a sequence of courses). The UCC must approve all exceptions, which must be published in the university catalog.

UCC Considerations:

1. A letter grade of D- is defined in the BYU Undergraduate Catalog as “minimum passing.”
2. Restrictions on D grade credit may contribute to grade inflation and may increase time to graduation.
3. A minimum overall GPA of 2.0 is required for graduation. This inherently prevents students from graduating with a significant number of D grades.
4. Proposals that use the “essential skill development” exception above should explain how the minimum grade being proposed relates to an acceptable level of skill or competence necessary for students to progress in a sequence of courses.
5. Proposals that request a minimum grade for an entire program (i.e., major or minor), or proposals that limit the number of allowable credits below a certain grade (e.g., only 6 credits below a C- will be allowed in the major), should provide justification consistent with the exceptions to the D Grade Credit policy stated above.
6. Under the University Repeat Policy, students may repeat any course taken at BYU. However, exceptions may be justified based on resource constraints or considerations of skill or competency development.
7. Graduate schools and recruiters are capable of evaluating the significance of a D grade on a graduate’s record.

Cross-Listed Courses

Courses taught as multiple-listed or cross-listed courses are jointly taught between two or more departments and are listed in both departmental sections of the catalog and class schedule.

In order for courses to be cross-listed, the following criteria must be met:

- Courses must be taught at the same time, in the same room, and by the same instructor(s).
- Courses must have the same credit hour designation.
- Courses must have the same course title, description, and prerequisites.
- A graduate-level course (numbered 500 to 799) may NOT be cross-listed with an undergraduate-level course (numbered 100 to 499).
- Courses will have the same Curriculum Index Number but different title codes.

The course number does not have to be the same in all departments, but that is preferred.

Two courses are not cross-listed just because they are taught together.

To request a cross-listed course:

1. All departments involved should establish an agreement to cross-list the courses in question.
2. All departments involved should submit proposals for their respective courses in the Coursedog system to request the cross-listing. Proposals should include a memo of agreement between the departments and should follow the above listed criteria.

Prerequisites

A prerequisite is a course or other requirement that must be completed prior to another course. The following illustrates the maximum recommended prerequisite structure:

___ and ___ and ___

or

___ and ___ and ___

or

___ and ___ and ___

- In Coursedog, courses to be system-enforced should be listed in the Enforced field. The Non-Enforced, or “Other”, field can contain courses that will be listed as prerequisites, but that will not be system enforced. The Non-course Prerequisite field can contain items such as “FBI fingerprint clearance” or “field exam completion”; these items are not system enforceable.
- When listing prerequisites for courses, only the immediate prerequisite should be specified. Do not include the entire course sequence.

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- All prerequisites for program-required courses become part of the total program credit requirements and are included in calculation of total program credit hours. Prerequisites for elective courses students choose among as part of a specialization/option/track within their major program are excluded from the calculation of total program credit hours.
- If prerequisite courses are waived because of previous experience (e.g., Span 101, 102, 201 are waived if a student has had previous language experience or been on a mission to a Spanish-speaking area) they still must be listed as part of the program requirements and the hours must be included in the total program hours. However, there can be a statement indicating the prerequisites can be waived and there can be an hour range shown (e.g., 56–72 total hours) for the degree program.

Course Descriptions

Course descriptions should be written clearly, in language that is understandable by prospective students. Following are guidelines for writing a course description:

- Be concise.
- Use active voice.
- Delete articles wherever possible.
- Restrict adverbs and adjectives.
- Use parallel structure.
- Don't repeat information contained in the course title.
- Avoid unnecessary introductory phrases (e.g., A course in . . . ; A study of . . . ; etc.).
- Avoid jargon. Remember that those outside your field of study need to know what this course is — not just those trained in the field.
- Observe the standard word limit of 35.

Descriptions submitted for a course will be edited to ensure there is consistency in voice and structure throughout the catalog.

Course Fees

The Board of Trustees has asked the University to avoid, wherever possible, charging students fees over and above tuition. The Board expects educational programs to be covered from budgeted funds, not through additional student fees. Hence, student fees are generally discouraged at BYU.

Exceptions to this general principle will be considered for the following:

- **“Take-away” Materials:** Fees may be justified for “take-away” materials. Such materials are used for projects that have a clear personal benefit (e.g., media materials for art and design courses). Materials consumed in the process of teaching a class or lab (e.g., chemicals for chemistry courses) are not to be paid for through student fees.

Paper for personal printing in computer labs may be billed to the student as “take-away material.” Such fees are for paper costs only, not to maintain or replace capital equipment, keep software updated, or supply TA support.

Take-away materials are sometimes the equivalent of text books and, like text books, the university prefers that departments arrange purchases through the BYUstore or other campus retail outlets rather than through fees.

- **Breakage Costs:** Fees may be justified to cover breakage costs. When a breakage fee is charged up front, however, it should be fully refundable if there is no breakage. Such fees should be used only to maintain, not to enhance, stock.
- **Campus Auxiliaries and Off-Campus Vendors:** Fees may be justified to cover payments to campus auxiliaries (e.g., bowling) or to off-campus vendors (ski passes, licensing costs, liability insurance, ice skating rink fees, etc.)
- **Extraordinary Instructional Expenses:** Fees may be justified to cover extraordinary instructional expenses: for example, food and lodging for approved field trips; private and semi-private music lessons; and student teaching fees.

Although fees may be approved for these reasons, approval is not automatic. All fees must be approved before a student may be charged. Requests for permission to charge an academic fee must be submitted to the Undergraduate Curriculum Council (UCC). Recommendations from the UCC will be forwarded to the Academic Vice President’s Office, which coordinates with Financial Services to implement approved fees.

Course Change Procedures

Curriculum Review

The curriculum review of courses and programs is completed each spring, summer, or fall for the next academic year's course offerings (work one year in advance). These college reviews should be completed in time to meet the deadlines for Undergraduate Curriculum Council on November 1. The deadline is necessary to meet publication timelines and to make database changes prior to course scheduling (usually in December for the next Fall) and registration (begins in April).

Course Creation

1. The course proposal should indicate the resource impact of the course. The department and college will need to negotiate any necessary resource adjustments.
2. To add a new course to a degree program, submit a program request. The request should make clear any changes in total program hours.
3. As the justification for creating a new course, explain why the course should be offered.
Questions to consider:
 - a. How will the course add value to the degree for the student?
 - b. How will the course help students adapt to changing standards in the field of study?
 - c. How will it better prepare students for the job market?
4. New course requests should include specific learning outcomes that are linked to program learning outcomes.

Course Changes

1. If changes to the course title, description, and/or credit hours are extensive, the course should be submitted as a new course and not a change to an existing course.
2. If the course is used by other departments as a prerequisite course or as part of their degree programs, contact the departments so they are aware of the change and can give approval as necessary.
3. If the course is cross-listed with another course, and the same curriculum index number is used for both courses, both departments must agree on the changes being made.

Course Expiration

1. If the course is used by another department as a prerequisite or part of their degree program, consult with the department to ensure that student needs are met through another course or avenue.
2. If the expired course was part of a degree program in the department, submit a program request to the UCC to account for the course's removal.

Course Changes that Affect Degree Programs

For all course changes that affect undergraduate program requirements a program request must be submitted to the UCC. Course changes that change a program include adding new required courses, changing credit hours that change the major/minor hours, and expiring core courses.

Only those students who declare their major during the academic year (fall through summer) in which the new requirements go into effect are obligated to meet the new requirements. All other students should be allowed to follow the degree program in effect at the time they declared their major. As programs change, departments have an obligation to provide equivalent courses to serve students in older programs.

Departments may counsel with a student about the benefits of the new program or may warn them about licensure requirements, etc., but it is the student's choice to move to a new program.