

 Prescott College	Policy Number: 730	
	Policy Category: Academic Policies	
	Academic Program Curriculum	
	Policy Summary: <i>This policy presents a framework for the maintenance and revision of academic degrees and certificates (hereafter, "programs") and their respective courses.</i>	
	Approval Date: 05/08/23	Effective Date: 2023-24 Academic Year
Policy Owner: <i>President</i>	Scheduled for Review: <i>Spring 2028</i>	

Policy Statement

The Academic Program Curriculum Policy characterizes the elements of an Academic Program at Prescott College (hereafter the College) and distinguishes among regular curricular change that faculty are expected to lead to maintain PC's high quality and high impact education for students, significant and/or substantive changes to existing programs in compliance with FDCR.A.10.020 Assignment of Credits, Program Length and INST.F.20.040 Substantive Change.

1. All programs offered by the College will conform to the HLC's most current Criteria for Accreditation and Assumed Practices, which ensure compliance with federal regulations. Programs will also conform with: State Department of Education Licensure requirements; college policies and standards; curriculum management system requirements; and external accrediting bodies, when applicable.
2. Academic Program Information. All academic programs will maintain Academic Program Information. Academic Program Information provides information on specific programs and courses presented by the College as a learning experience and minimally includes:
 - a. Program Title;
 - b. Classification of Instructional Programs (CIP) Code;
 - c. Modality (e.g., online only; residential only; both);
 - d. Program Description;
 - e. Program Learning Outcomes;
 - f. Program Length (credits and length in calendar months for full-time and part-time attendance);
 - g. Degree Requirements;
 - h. Graduation Requirements (including artifacts; co-curricular activities; professional examinations, etc.);
 - i. Admission Requirements;
 - j. Curriculum Matrix (all courses, including approved electives and requisites, mapped to Program Learning Outcome and Course Learning Objective levels differentiated by delivery modality, should they differ);
 - k. Course Titles and Descriptions;
 - l. Disclosure of fees (course, intensives, required travel, other);
 - m. Course Syllabi in current template;

3. Academic Program Information will be maintained for all college programs and will be reviewed on an annual basis and updated as required. This will include all Academic Program Information and Program Element requirements.
 - a. Program Learning Outcomes must reflect the rigor appropriate to the field of study, the employment requirements for program graduates and are in alignment with college-wide learning outcomes (i.e., undergraduate learning outcomes; general education learning outcomes, etc.).
 - b. The wording of program and course titles and descriptions will adhere to a set of established guidelines for program and course titles as well as program and course descriptions.
 - c. Changes to the Academic Program Information and component Program Elements will be approved at the level and within the timelines identified in the Program and Curricular Management Manual. Externally accredited programs may have oversight and approval authorities additional to those described in this policy.
 - i. Regular curricular change is expected and is led by faculty to maintain PC's high quality and high impact education. Levels of oversight and approval may include: Instructor, Program Leader, and/or Dean.
 - ii. Significant curricular change is also expected for continuous improvement and is led by faculty. Levels of oversight and approval may include: Dean, Academic Council, and/or Leadership Team.
 - iii. Substantive curricular changes are identified in HLC Policy INST.F.20.040 Substantive Change and Related Policies (Rev. June 2022). Levels of oversight and approval include: Dean, Academic Council, Leadership Team, Board of Trustees, HLC, and/or Arizona State Board of Education.
 1. See Program Development Policy for requirements.
 - iv. New program development is addressed in the Program Development Policy.
4. Academic Program Elements
 - a. The academic, professional, or technical specialization in an academic program is provided through the courses of instruction in the degree and/or certification or other credentialing.
 - b. The degree should provide a survey of the discipline and its major subfields or a survey of an interdisciplinary area and its major subfields.
 - c. Within a degree, the only sub-specializations allowed, at this time, are concentrations. All existing options in a major must be brought forward for designation as a degree program, restructured as concentrations, or deleted from the curriculum.
 - d. Baccalaureate programs require a General Education component.
 - e. The courses of instruction in a major must be organized and labeled in the Catalog as described in Courses.
 - f. Courses
 - i. The courses of instruction in a program must be organized and labeled in the Catalog as follows:
 1. Prerequisite courses (if applicable)
 - a. All courses prerequisite to the required courses in the program and program elective courses of instruction or co-requisites must be listed.
 2. Required courses
 - a. Required courses must be offered under the auspices of the degree program.
 3. Program electives

- a. Program electives can contribute to the total number of credits required for a major/competence.
- b. Program electives may be taken individually or organized into sub-categories leading to a sub-specialization known as a concentration.
 - i. At least 50% of courses required for an undergraduate concentration should be courses approved for 40000-level designation (noting prerequisites).
 - ii. A minimum of three (3) graduate courses are required for graduate-level concentrations (e.g., Master's, Education Specialist, Ph.D.).
 - iii. The name of, rationale for, and specification of the courses of instruction in a concentration are considered revisions of a degree program for purposes of faculty and administrative review and approval (See Significant (1.c.ii) or Substantive Changes (1.c.iii), above).
- 4. Auxiliary courses (if applicable)
 - a. Auxiliary courses are those courses of instruction required by one degree program that are offered under the auspices of another degree program.
 - i. All courses prerequisite to a course specified as an auxiliary course must be listed as auxiliary requirements.
 - ii. Co-curricular requirements (e.g., service learning, external certifications, performance on external examinations) should be clearly specified.
- g. Credits and Length. There are a minimum number of credits of instruction that may be specified for a major/competence, inclusive of requisite courses, general education courses (as applicable), auxiliary courses, and requisites to any auxiliary courses.
 - i. Bachelor of Arts and/or Bachelor of Science degrees
 - 1. A minimum of 120 credit hours for a single degree that may be completed in eight (8) semesters over four (4) years if enrolled full time.
 - 2. A minimum of 32 or maximum of 60 credits of instruction may be specified for a major/competence, inclusive of prerequisite courses, required courses, program elective courses, auxiliary courses, and prerequisites to any auxiliary courses.
 - 3. Courses that fulfill program requirements will count toward the 32-60 credit minimum-maximum rule. General Education, Pre-requisite, Required, Program Electives or Auxiliary courses may all fulfill program requirements.
 - 4. General Education courses comprise a minimum of 30 credit hours towards the degree.
 - 5. General education and auxiliary requirements (if applicable) will count toward the stated credit minimum-maximum rules.
 - ii. Master of Arts and/or Master of Science and/or Master of Business Administration degrees
 - 1. A minimum of 30 credit hours that may be completed in three (3) semesters over one and a half (1.5) years if enrolled full time.
 - 2. A maximum requirement of 48 credit hours that may be completed in four (4) semesters over two (2) years when enrolled full time for a single degree, unless otherwise required by external accreditors.
 - iii. Education Specialist degrees

1. A minimum of 42 credit hours that may be completed in four (4) semesters over two (2) years when enrolled full time for a single degree.
 2. A maximum requirement of 60 credit hours that may be completed in five (5) semesters when enrolled full time for a single degree, unless otherwise required by external accreditors.
- iv. Doctor of Philosophy degrees
 1. A minimum of 48 credit hours that may be completed in four (4) semesters over two (2) years when enrolled full time for a single degree with a minimum of 18 doctoral dissertation credits.
 2. A maximum requirement of 84 credit hours that may be completed over seven (7) semesters when enrolled full time for a single degree.
 - v. A survey of comparable institutions should be undertaken periodically to determine typical credit requirements at comparable institutions (during Academic Program Review, for example). These benchmark values may be dependent on external accreditation, certification requirements, and/or similar criteria.
 - vi. A primary goal of proposed majors should be to meet applicable external accreditation, certification requirements, etc.
 - vii. Degree Requirements. The faculty decision about how the courses of instruction should be completed by students, including transfer students, must be described and is considered a critical program element.
5. Any exceptions to policy statement 1-4 must be authorized by the President (or Designee).
 - a. Deans may request exceptions from the President (or Designee) to items 1-4 based on accreditation requirements, national standards of the field, interdisciplinary nature of the program or similar arguments.
 - b. Deans may petition the President (or Designee) for an exception to the 18 doctoral dissertation credit minimum on behalf of doctoral programs that do not require dissertations. The petition should show that the exception conforms to national standards in the field and that appropriate additional credits (course credits, internships, clinical practica, project credits, etc.) will replace the 18 doctoral dissertation credits.

Definitions

Academic Program: An academic program is a set of course offerings and a set of requirements that lead to a degree or certificate. The curriculum of all academic programs is supervised by a program faculty and, in many cases, overseen by an academic unit. An Academic Program is differentiated from an Academic Unit and Program Faculty.

Academic Unit: An academic unit is a level of organization that is approved to offer curriculum and administer academic programs. An academic unit may be limited to a single program or may be organized into a department, for example, A department can administer more than one academic program.

Assumed Practices: “Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) not expected to vary by institutional mission or context.....The Assumed Practices set requirements related to ethical and responsible conduct; quality, resources and support for teaching and learning; evaluation and improvement of teaching and learning; and resources, planning and institutional effectiveness. Every institution must be in

compliance with all Assumed Practices at all times” (CRRT.B.10.020; HLC Policy Book - November 2022).

Criteria for Accreditation: “The Criteria for Accreditation are the standards of quality by which HLC determines whether an institution merits accreditation or reaffirmation of accreditation. The five Criteria address mission; ethical and responsible conduct; quality, resources and support for teaching and learning; evaluation and improvement of teaching and learning; and institutional effectiveness, resources and planning” (see CRRT.B.10.010; HLC Policy Book - November 2022). Additionally, “...HLC assures that all candidate and accredited institutions are complying with the expectations of specific federal regulations” (see FDCR.A.10.010; HLC Policy Book - November 2022).

Curriculum Matrix: A tool that shows how program learning outcomes are aligned across the courses and their course learning objectives that comprise the academic program and lead to the achievement of student learning. Sometimes also called a Curriculum Map or a Concordance Matrix.

Enrollment Status (Full-Time and Part-Time): Full-time and Part-Time enrollment definitions are described in the most recent Prescott College Catalog.

Faculty: Faculty members are those with instructional and/or curriculum development roles and responsibilities at PC. The general term “faculty” may apply to clinical faculty, associate faculty, or visiting faculty. The general term “faculty” may also include Full Faculty and/or Adjuncts.

Full Faculty: Full Faculty members are full-time, salaried persons whose primary responsibilities are: instructing; developing and/or improving curriculum; and advising students. Other principal responsibilities include assessment of learning, learning support, mentor support, program development, committee work, scholarship, professional development, and community service. This category of faculty also includes persons who occupy administrative positions at the College but who retain their underlying faculty appointments. The nature and extent of individual faculty member’s duties are described in applicable Letters of Agreement. This category does not include associate, clinical, visiting, nor adjunct faculty members.

Regular Change: Minor changes to curriculum that are: operational in nature (i.e., course cap; new section creation; course cancellation; instructor change); represent adjustments in the existing curriculum (i.e., shortening of course title while the course content remains the same, alternation in course rotation or order in program of study; course content, etc.). See Curriculum Management System Procedures for further details.

Significant Change: Curricular revisions that could impact, for example: students’ ability to access previously published curriculum; pathways to graduation; the students of other academic programs whose students rely on courses in the primary academic program; alter assessment outcomes and/or pathways. Significant changes do not reach the threshold of Substantive Change as defined by HLC. See Program and Curricular Management Manual for further details.

Substantive Change: “An institution shall have the obligation...to report certain changes, some of which may constitute substantive changes under federal regulation (Regulatory Reference: 34 CFR §602.22 Substantive Changes and Other Reporting Requirements Rev. July 1, 2021), to HLC as identified in HLC Policy INST.F.20.040 Substantive Change and Related Policies (Rev. June 2022). In regard to Academic Programs, see Appendix 1 Approvals Chart for Program and Course Changes

Reason for Policy

To provide a framework for maintenance and revision of academic degrees and their respective courses.

Responsibilities

For following policy:	All faculty and program leaders
For enforcement of policy:	Dean, Academic Affairs
For oversight of policy:	Dean, Academic Affairs
For procedures implementing the policy:	Dean, Academic Affairs
For notification:	Policy Librarian

Cross Referenced Policies

Continuous Improvement and Assessment - 725
Academic Program Review - 720
Program Development - 735
Academic Rigor (under development)
Credit Hour (under development)

HLC references

[FDCA.A.10.020 Assignment of Credits, Program Length](#) and [INST.F.20.040 Substantive Change](#).

Revision History