Section 3: Programs

Graduate Program Change Requests

Procedure and Guidelines for Approval of New Graduate Programs
(All Degree Programs)

(Revised September 2000)

Procedure: New Programs

- **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 said units should be included.

- **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.

- **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.

- **President's Council Approval:**
  Following approval by the AVP's, the proposal is submitted to the President's Council.

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

- **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.

Guidelines: New Programs

The purpose of the following guidelines is to help identify the basic issues that need to be addressed in proposals for new graduate programs. The questions and statements under each major heading identify information to be included in the proposed 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 what is 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 first-rate program 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 proposed 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 special qualifications and commitment to the program, the specifics of their involvement, 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 each faculty member who will be 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? What are the 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:
     Faculty: teaching assignments, research support, additional faculty.
     Space: faculty offices, classrooms, student offices.
     Library: extent of current collection, number of additional volumes needed, and other library services required.
     Equipment: computers, laboratory equipment.
     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.

To make changes or create a new program, use the *Program Form* in the "Forms" section of this Handbook.

Undergraduate Program Change Requests

**Procedure and Guidelines for Approval, Modification, and Expiration of Undergraduate Programs
(All Degree Programs)**

(Revised March 2014)

To make changes or create a new program, use the Program Request form in the "Forms" section of this Handbook.

Procedure: New Programs

- **Program Proposal Submission:**
    A Program Request form is created. As part of that form, program requirements are detailed, program-level learning outcomes are developed, impacts are projected, and affected departments are consulted.

- **Curriculum Council Review:**

    The Department, College, and University Curriculum Councils 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 University Curriculum Council will either deny the proposal or approve it for recommendation to the Academic Vice President's Council. .

- **Academic Vice President's Council Approval**
    The program proposal is submitted to the Academic Vice President's Council for approval.

- **President's Council Approval:**
    Following approval by the Academic Vice President's Council, the proposal is submitted to the President's Council for approval.

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

Program Modification

To modify a program's requirements, the sponsoring department pursues the above process through the University Curriculum Council step. The UCC can either approve or deny modification requests.

Program Expiration

To expire a program, the sponsoring department pursues the above process through the Board of Trustees step.

Program Credit Hours

Total program credit hours will include hours that may overlap with general education and religious education requirements and prerequisite courses.

Total Major Program Credit Hours: No more than sixty (60) credit hours may be required for a major degree program. Any exception to this guideline must be approved by the UCC and the Academic Vice President's Council.

Total Minor Program Credit Hours: A minor must require a minimum of 15 credit hours and should not exceed 21 credit hours for completion.

Limiting Enrollment in a Degree Program

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

- See the **Limited Enrollment Program Policy** in this handbook.

Terminology: Emphasis, Specialization, Track, or Option

An **undergraduate major** may include an *emphasis, track,* or *option.*
An *emphasis* appears on a student's transcript. A *track* or *option* does not. The terms *track* and *option* are used only to guide student planning toward an objective within a major or its related *emphasis*.

A **graduate major** may include a *specialization* or *emphasis.*
A *specialization* appears on the student's transcript. An *emphasis* does not. The term *emphasis* is used to guide course selection decisions within a *specialization.*

(Approved by the University Curriculum Council, 14 October 2003)

CIP Codes

BYU is required by the U.S. Department of Education to file a number of annual reports each academic year that require us to use their Classification of Instructional Program (CIP) codes. Failure to do so could result in sizeable fines and possible curtailment of Title IV participation that would impact nearly half the BYU student body and curtail nearly $75 million in federal financial aid students receive annually.

As each degree program is created and/or updated, departments should make sure the CIP Code attached to the program is accurately reflecting the subject matter of the program as outlined by the U.S. department of Education.

In those 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.

Current code lists and descriptions can be found at https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.
Or the home page is at https://nces.ed.gov/. Then a search for CIP Codes will need to be done in the search engine provided.

Limited Enrollment Program Policy

Limited Enrollment Programs (LEP) at Brigham Young University are academic programs that have been granted permission by the University 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, using part-time faculty, 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 succeed, 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 qualified 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.

7. **Total cumulative credit hour restrictions.** Arbitrary total credit hour restrictions are unacceptable. Transfer students and others making career and major decisions during their 2nd and 3rd year of study should not be discouraged from applying unless a sequence of preparatory courses is necessary and must begin in the freshman year.

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. In accord with the University's course repeat policy, the more recent grade will be considered in the LEP admission process, just as it is for grade point calculations.

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 available to students in making appropriate decisions, and those unlikely to be admitted in the future must be so advised.

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 a sub-committee of the University Curriculum Council (UCC). The subcommittee will include a member from University Advisement. Programs requesting limited enrollment status will submit an application to this sub-committee. The sub-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 sub-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 sub-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.

2. The sub-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 sub-committee will follow-up with programs regarding their adherence to these policies. The sub-committee on LEPs may choose to review an LEP at a three year interval (i.e., midway between applications for approval/reapproval).

4. Significant changes to admission policies for approved LEPs should be submitted for review to the sub-committee. Any exceptions to the LEP policies must be considered by the entire UCC.

To request an LEP program or renew application for one, use the *LEP Form* in the "Forms" section of this Handbook.

Approved – February 3, 2005
Amended – March 16, 2006

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 Studies. Typically, certificates are used to designate completion of educational programs containing specialized knowledge or skills related to prospective employment requirements or professional opportunities.
    B. The associated educational requirements should not require the approval of new university courses, and they 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 University Curriculum Council. Graduate certificate programs must also 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 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 University 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.

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

(2) 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.

(Sections I-III approved by UCC 12/08/03 and Deans Council 1/5/04;
Section IV approved by UCC 6/22/04 and AVP Council 6/24/04)

BYU MEDALLION

Interdisciplinary Degree Program

Introduction

Faculty members are encouraged to engage in collaborative endeavors. In general, collaborative efforts in teaching can be accommodated through courses, emphases, specializations, or tracks within degree programs in established departments. In rare instances there may be sufficient justification for an emphasis, specialization, or track to be expanded beyond an existing 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 requires collaboration among multiple academic units. Otherwise, new programs should be developed within an established academic department.
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 and the program cannot be successful without the combined resources and commitments of multiple academic units.
3. An IDP must have a **host** college and department and sufficiently broad support from collaborating academic units to be sustainable.
4. An IDP must have a faculty **coordinator** who participates fully in the governing structure of the "host" college or department.
5. An IDP **oversight committee** that includes key representatives from all participating academic units must be organized and broadly supported. The IDP coordinator may the oversight committee.

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 University Curriculum Council (undergraduate program) or Graduate Council (graduate program). The proposal must include a detailed plan, 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 that is required/requested
   - Evidence of student interest
   - Curriculum design (program and courses)
   - Program's catalog entry
   - List of programs or courses that will be suspended or eliminated to add the new IDP
2. If the proposal is satisfactory, the University Curriculum Council or Graduate Council will submit a recommendation to the Academic Vice President's Council or Graduate Council to grant a mutually agreeable provisional period for IDP development. If a provisional period is granted:
   - The program will be offered initially through tracks or emphases in existing degree programs.
   - The oversight committee will report IDP progress annually to the University Curriculum Council or Graduate Council throughout the provisional period. The report will provide evidence that IDP goals and objectives are being achieved.
3. At the end of the specified provisional period, the University Curriculum Council or the Graduate Council will review IDP progress and recommend continuation as an ongoing program attached to a specific host college and department, extension of the provisional period, or suspension of further program development.
4. The Academic Vice President's Council will review and act on IDP recommendations.

Reviewed by AVP Council - April 13, 2006

Double Majors

A second major is rare and 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. A proposal that will delay graduation more than a semester will seldom be approved.

The student must complete the comparative graduation plan on the second page of this form. 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. The degree granted (BA, BS, etc.) is determined by the primary major. Only the primary major will be printed on the diploma and listed in the University Commencement program. Only one degree will be awarded.
04/16/07

Please use the *Proposal to Add a Second Major* form found in the "Forms" section of this Handbook.

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. Students who elect to complete a minor often choose fields related to the major. Others may choose a minor in an area in which they have expertise or interest. In most cases, the minor is offered in a different department than the major.

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

Guidelines for Majors and Minors

1. No more than 60 credit hours may be required for a major. (The Academic Vice President's Council must approve any exceptions.)

2. 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 the standards for acceptance.

3. A minor must consist of a minimum of 15 credit hours and should not require more than 21 hours for completion. (The academic vice president must approve exceptions.)

4. Any program changes that lead to new majors, minors, emphases/specializations, an increase 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 Undergraduate Program Change Requests procedure, found on page XX of this handbook.

    Recommendations for a decrease in credit hours or a deletion of a major, emphasis/specialization, or minor must include a statement justifying and explaining the changes.

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 overlap with University Core requirements.

Approved 3/2014, AVP Council