



**CENTRAL MICHIGAN UNIVERSITY
CURRICULAR AUTHORITY DOCUMENT**

Approved by Academic Senate

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CURRICULAR AUTHORITY DOCUMENT (CAD)

FOREWARD

In 1892 Central Michigan Normal School and Business Institute had an entering class of 31 enrolled students. Today Central Michigan University annually enrolls over 27,000 students and supports over 220 different programs of study taught by over 2,000 either full or part-time faculty. As CMU has grown so has the complexity involved in ensuring the existence of a high quality curriculum. Since its inception, Central Michigan University has maintained a rich tradition of shared governance. Faculty are valued as curricular experts who are placed in preeminent positions to shape and judge the quality of the curriculum.

Susan Conner, Elaine Daniels, Kathryn Koch, Gary Peer, Dave Macleod, Marje Williams, and Susan Steffel completed the initial version of this Curricular Authority Document in 1999. John Dinan, David Macleod, and Sue Steffel completed a 2002 revision. Jennifer Cochran, Mary Ann Crawford, David Kelley, Kathryn Koch, John Lopes Jr., Orlando Perez, George Ronan, and Denise Webster completed the XXXX revision.

This document serves as a guide and an authoritative reference for the efficient and effective preparation, submission, and review of curricular proposals.

- As a guide, the CAD explicates who can submit curricular proposals, the appropriate format for curricular proposals, and how curricular proposals are reviewed.
- As a reference, the CAD specifies which curricular bodies are responsible for reviewing proposals, the procedures for routing curricular proposals, and the criteria curricula bodies use to evaluate proposals.

The CAD is best thought of as an evolving document that provides helpful guidance, as we strive to educate the future leaders of the world. As a member of the CMU community, your input on curricular issues governed by this document is valued. Any insight, comment, or concerns should be forwarded to the Academic Senate office. Formal proposals to amend the CAD are forwarded to the Academic Senate office and must contain a rationale for the proposed change, reference to the current section of the CAD to which the proposal relates, and the proposed verbiage. Unless noted otherwise, once approved by the Academic Senate the proposed changes take effect beginning with the onset of the fall semester of the following year.

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SECTION I: INTRODUCTION TO THE CURRICULAR REVIEW PROCESS

Faculty most often initiate curricular proposals. However, curricular committees, a task force, ad hoc committees, deans, or the provost occasionally submits curricular proposals.

Review bodies include departments/schools, interdisciplinary councils, colleges, Honors Council, Leadership Council, Master of Science in Administration Council, Undergraduate Extended Degree Programs Council, and other established committees such as First Year Experience, International Education Council or the Library Curriculum Committee. The four university-wide curricular review bodies appointed by the Academic Senate include the Undergraduate Curriculum Committee, the Graduate Committee, the General Education Committee and the Professional Education Curriculum Committee. The purpose of these groups is to provide an orderly system for reviewing curricular proposals. Descriptions of some of the relevant bodies are presented below alphabetical order.

Review Bodies

College Review Bodies are responsible for reviewing all curricular matters from within their college.

Department/School, as described in a department's bylaws, are responsible for reviewing all curricular matters from within their department prior to their submission to the appropriate college curriculum committee.

Established Committees, such as First Year Experience, Study Abroad, Learning Skills, International Education Council, Multicultural and Diversity Education Council and the Library Curriculum Committee, are responsible for reviewing all curricular matters prior to submission to the appropriate university-wide curricular review body.

Honors Council is responsible for recommending to the senate's curricular committees new Honors and Centralis Scholarship protocols; decisions concerning Honors and Centralis Scholarships, protocol additions, modifications, consolidations, and deletions; admissions and dismissal policies; and minimum requirements for "Honors Program Graduate" recognition.

Interdisciplinary Councils are responsible for recommending to the relevant college curriculum committee, proposals for new courses, course changes, curricular changes, and new programs related to the specified program as identified in the council's bylaws.

Leadership Council is responsible for recommending to the senate's curricular committees proposals for additions, modifications, consolidations, and deletions related to the Leadership Advancement Scholarship Protocol and proposals for creating, modifying or deleting majors, minors, concentrations or other university-wide academic programs pertaining to the study of leadership.

Master of Science in Administration Council is responsible for recommending to the Graduate Committee all curricular proposals dealing with the Master of Science in Administration degree.

Undergraduate Extended Degree Programs Council is responsible for recommending to the Undergraduate Curriculum Committee all undergraduate curricular proposals and revisions to existing programs that are either (a) initiated by the Undergraduate Extended Degree Programs_Council itself, or (b) initiated by Professional Education Services (ProfEd / Off-Campus Programs) and are not housed in any on-campus department or are interdisciplinary and offered only by ProfEd.

University-wide Senate Curricular Committees

General Education Committee is responsible for reviewing course proposals and program changes related to the general education component of all degrees, including the University Program and Competency requirements.

Graduate Committee is responsible for reviewing proposals concerning graduate courses including those numbered 500-599, graduate degrees, curricular changes, **excluding PK-12 curricular proposals and General Education Program curricular proposals**. The Graduate Committee will be responsible for the review and evaluation of all new graduate programs and degrees.

Professional Education Curriculum Committee is responsible for reviewing proposed undergraduate and graduate PK-12 education personnel preparation courses and proposed undergraduate and graduate PK-12 education personnel preparation professional education programs, degrees, majors, minors, and concentrations before forwarding them to the Professional Education Executive Board (PEEB). It acts on recommendations to change or delete existing teaching degrees and programs. The PECC will review new professional education programs and forward their recommendation to the UCC or Graduate Committee respectively.

Undergraduate Curriculum Committee is responsible for reviewing proposals relating to undergraduate courses numbered 0-499, undergraduate programs, **excluding PK-12 curricular proposals and General Education Program curricular proposals**. The Undergraduate Curriculum Committee will be responsible for the review and evaluation of all new undergraduate programs and degrees.

The next few sections of the CAD break down the curricular process into user-friendly sections based on:

- Course-related proposals, which involve the modification of an existing course, the proposal of a new course, and the completion of a master course syllabus review.
- Program-related proposals, which involve the modification of an existing program or the creation of a new program.

SECTION II: COURSE PROPOSALS

A. OVERVIEW

Each course offered at CMU has a **Master Course Syllabus (MCS)**, which follows a standard format that describes the course, prerequisites, co-requisites, recommended courses and/or experiences, rationale for course level, materials and other requirements, typical instructional formats, course objectives, an outline of topics, typical methods for student evaluation, and a bibliography. The MCS, as approved through the curricular process, is filed in the Office of the Academic Senate. At least once every seven years the responsible unit must review the master course syllabus for a course, revise and update as needed, and submit the MCS through the curricular process. Individuals with a CMU global ID may access Master Course Syllabi through the Academic Senate Website (<http://academicsenate.cmich.edu/>) or the online bulletin tool (<https://bulletins.cmich.edu/>). The format for a MCS is presented at the end of this section.

A teaching course syllabus (at times referred to as the “class” or “course” syllabus) is not to be confused with the MCS. The teaching syllabus does not need to proceed through the curricular process. Individual faculty members assigned to teach one or more sections of a course develop a teaching syllabus that is based on the master syllabus. The teaching syllabus provides students with greater specificity about how a given offering will be conducted in order to accomplish the intended goals and objectives. Although individual faculty members do not have unilateral discretion to alter substantially the scope of the course or the goals and objectives of the learning experience, the master course syllabus does not limit a faculty member in planning the sequence of topics, selecting appropriate texts or other instructional materials, using a variety of instructional methods, or designing and using specific evaluation procedures in the teaching of the course. When a concern arises about the appropriateness of an individual faculty member’s choice of instructional materials, teaching methods or evaluation procedures for a particular course, the department and college are the appropriate contexts for initial consideration and possible resolution. A copy of the teaching course syllabus is available by contacting the instructor or appropriate department.

B. MODIFICATION OF AN EXISTING COURSE

Modification of existing courses requires the submission of a MCS that reflects the proposed course changes, completion of a Course Related Proposal Form (Appendix B), and an SAP Module Report (Module Information) that shows the current status of the course. The routing of the proposal is dependent upon the degree of change being proposed.

1. College-level Review for Approval

Course modification proposals that modify any of the following are routed from the appropriate department/school or interdisciplinary council to the College Curricular Review Body for final approval:

- Course Deletion
- Change in Designator (if designator already exists)

- Change in Title
- Change in Number (not associated with Course Level Adjustment)
- Change in Credit Hours
- Change in Distribution of Hours
- Change in Credit/No Credit status
- Change in Cross Reference (Cross-listed courses must include written indication that all departments are using the same syllabus.)
- Change in Bulletin Description
- Change in Recommended course and/or requirement
- Change in Course Outline
- Change in Evaluation
- Change in Delivery Format
- Change in Bibliography

Once approved by the College, the updated Master Course Syllabus, the Course-Related Proposal Form and SAP Module Report are forwarded to the Academic Senate office. The campus community and senate curricular bodies are notified of the college action via the distribution of college minutes. A routing flow chart for course-related proposals is presented on at the end of this section.

A 14-day (calendar day) objection period begins once the college minutes are published and posted to the Academic Senate Website. Any faculty member or academic unit may file an objection by writing to the appropriate college curriculum committee chair, the appropriate senate curricular committee chair, and to the Academic Senate office. The Academic Senate office will notify the Registrar's office of the objection and refrain from posting the updated MCS. The item will be placed on the agenda for the next senate curricular committee meeting for discussion and action. All parties will be notified and requested to appear before the appropriate academic senate curricular committee to state their objection.

2. Academic Senate Curricular Committee Review for Approval

The College Review Body forwards course modification proposals that address any of the following to the appropriate university-wide Academic Senate Curricular Committee for additional review:

- Change in Course Level
- Change in Prerequisites, Pre/Co-requisites or Co-requisites
- Change in Course Objectives

3. Academic Senate (full) Review for Approval

The appropriate Senate Review Committee forwards course modification proposals that address the following to the Academic Senate for final approval:

- Creation or deletion of a designator

Requests related to courses at the undergraduate level, except those related to the General Education Program or the Professional Education Unit, are forwarded to the

Undergraduate Curriculum Committee. Requests related to general education (e.g., Competency and/or University Program courses) are forwarded to the General Education Committee. Requests related to courses in the Professional Education Unit (e.g., BS in Ed) are forwarded to the Professional Education Curriculum Committee. Requests related to courses at the graduate level (500-level courses and above), except those related to the General Education Program or the Professional Education Unit, are forwarded to the Graduate Committee. A routing flow chart for course-related proposals is presented at the end of this section.

Once approved by the appropriate Senate Review Committee, it is the responsibility of the college curriculum committee to forward to the Academic Senate office the appropriate documents.

A 14-day (calendar day) objection period begins once the Senate Review Committee minutes are published and posted to the Academic Senate Website. Any faculty member or academic unit may file an objection by writing to the appropriate senate curricular committee chair and to the Academic Senate office. The Academic Senate office will notify the Registrar's office of the objection and refrain from posting the updated MCS. The item will be placed on the agenda for the next senate curricular committee meeting for discussion and action. All parties will be notified and requested to appear before the appropriate academic senate curricular committee to state their objection. Results of this deliberation will be forwarded to the Academic Senate for review.

C. MASTER COURSE SYLLABUS 7-YEAR REVIEW

The faculty at Central Michigan University takes pride in keeping up-to-date with advances in knowledge. One mechanism for ensuring that the curriculum keeps current with advances in knowledge is the university wide practice of reviewing programs every seven years. Similarly, every master course syllabus is comprehensively reviewed for currency and relevancy every seven years. The department/school, interdisciplinary council or other appropriate unit initiates the review of MCS. This seven year review requires the submission of an updated Master Course Syllabus, completion of a Course Related Proposal Form (Appendix B) and a SAP Module Report. Guidelines for completing the Master Course Syllabus are contained at the end of this section.

Master Course Syllabi reviews receive a review by both the College Review Body and the appropriate Senate Review Committee. Requests related to courses at the undergraduate level, except those related to the General Education Program or the Professional Education Unit, are forwarded to the Undergraduate Curriculum Committee. Requests related to general education (e.g., Competency and/or University Program courses) are forwarded to the General Education Committee. Requests related to courses in the Professional Education Unit (e.g., BS in Ed) are forwarded to the Professional Education Curriculum Committee. Requests related to courses at the graduate level (500-level courses and above), except those related to the General Education Program or the Professional Education Unit, are forwarded to the Graduate Committee. A routing flow chart for course-related proposals is presented at the end of this section.

Once approved by the appropriate Senate Review Committee, it is the responsibility of the Senate Review Committee to forward to the Academic Senate office the appropriate documents.

A 14-day (calendar day) objection period begins once the Senate Review Committee minutes are published and posted to the Academic Senate Website. Any faculty member or academic unit may file an objection by writing to the appropriate senate curricular committee chair and to the Academic Senate office. The Academic Senate office will notify the Registrar's office of the objection and refrain from posting the updated MCS. The item will be placed on the agenda for the next senate curricular committee meeting for discussion and action. All parties will be notified and requested to appear before the appropriate academic senate curricular committee to state their objection. Results of this deliberation will be forwarded to the Academic Senate for review.

D. PROPOSAL FOR A NEW COURSE

A proposal for a new course requires the submission of a Master Course Syllabus. Guidelines for completing the Master Course Syllabus are contained at the end of this section. Proposals for a new course also require the completion of a Course Related Proposal Form (Appendix B). Finally, it is important to check with the Office of the Registrar to ensure that the proposed course designator and number (e.g., PSY 463) are not duplicative.

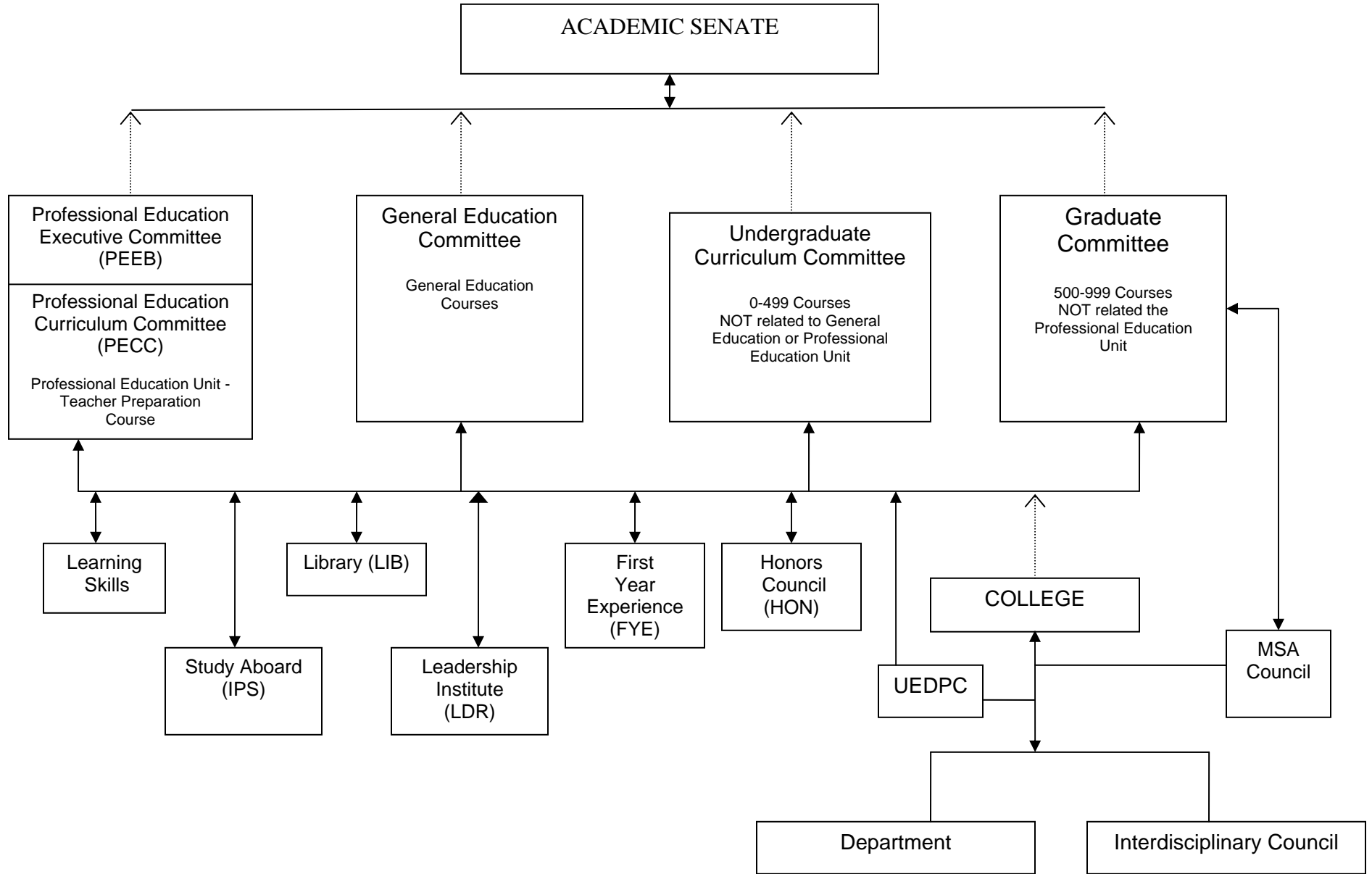
All new course proposals receive a review by both the College Review Body and the appropriate Senate Review Committee. Requests related to courses at the undergraduate level, except those related to the General Education Program or the Professional Education Unit, are forwarded to the Undergraduate Curriculum Committee. Requests related to general education (e.g., Competency and/or University Program courses) are forwarded to the General Education Committee. Requests related to courses in the Professional Education Unit (e.g., BS in Ed) are forwarded to the Professional Education Curriculum Committee. Requests related to courses at the graduate level (500-level courses and above), except those related to the General Education Program or the Professional Education Unit, are forwarded to the Graduate Committee. If the General Education Committee or the Professional Education Unit (PECC) does not approve a new course, it may be submitted to the UCC or Graduate Committee for consideration as a non-General Education or Professional Education course. A routing flow chart for course-related proposals is presented at the end of this section.

Once approved by the appropriate Senate Review Committee, it is the responsibility of the Senate Review Committee to forward to the Academic Senate office the appropriate documents.

A 14-day (calendar day) objection period begins once the Senate Review Committee minutes are published and posted to the Academic Senate Website. Any faculty member or academic unit may file an objection by writing to the appropriate senate curricular committee chair and to the Academic Senate office. The Academic Senate office will notify the Registrar's office of the objection and refrain from posting the updated MCS.

The item will be placed on the agenda for the next senate curricular committee meeting for discussion and action. All parties will be notified and requested to appear before the appropriate academic senate curricular committee to state their objection. Results of this deliberation will be forwarded to the Academic Senate for review.

E. COURSE PROPOSAL FLOW CHART



F. GUIDELINES FOR PREPARING A MASTER COURSE SYLLABUS

The **Master Course Syllabus (MCS)** serves a key documentary and communicative function in CMU's curriculum. The MCS establishes the appropriateness, scope, and quality of the course within the context of a program of study. It must also communicate needed information to people across the university and beyond:

- to faculty (other faculty who might teach the course as well as committee members outside the discipline),
- to students, current or prospective, wanting to know what a course entails,
- to parents of current and prospective students, and
- to the public at large, people outside CMU such as accreditation teams, legislators, grantors, and prospective applicants.

Because of these varied needs, the MCS is written in language general enough to communicate broadly, while at the same time narrow enough to establish the role of this course within a specific disciplinary area and program. The following sections are meant to help guide faculty in developing and updating the MCS to assure both the documentation of necessary information and the quality of curricular programming at CMU.

Please follow the order of items listed below, using sufficient space as needed. For instance, the format for delivering a course (i.e., face-to-face, online, and hybrid) might require emphasizing different areas of the MCS. Face-to-face courses are those taught in the traditional classroom environment. Online courses are taught exclusively via computer technology. Hybrid courses combine face-to-face and online formats with 50% or more of the timeframe being online rather than face-to-face. Moreover, some courses might be designed to be taught in more than one format. Regardless of the format of delivery, the expectations are that the MCS will be presented in standard written English, with standard margins and fonts and on white paper. Copying back to back for distribution is preferred.

The numbers immediately following course titles, e.g., 4(3-2), convey important information about the course. The number preceding the parentheses represents the number of semester credit hours that can be earned by successfully completing the course. The first number within the parentheses represents the number of *classroom contact hours* scheduled per week, whereas the second number within the parentheses represents the number of *laboratory contact hours* scheduled per week. Both numbers appearing within the parentheses are intended to be reflected in the *number of contact hours* appearing in the class schedule. For the example cited, the course offers four (4) semester hours of credit and is comprised of three (3) hours of classroom contact per week and two (2) hours of laboratory contact per week. Variable credit courses are identified by a semester hour designation such as 1-6 (Spec). The maximum hours that a student may earn in a variable credit course to apply toward graduation is the highest number in the semester hour designation for the course (i.e., 6 hours maximum in the example listed above).

Some programs require master course syllabi that meet specific program related guidelines. For instance, Professional Education Unit course syllabi require the inclusion of the CLEAR Conceptual framework and University Program course syllabi require a description of how the course fits into the specified subgroup as specified in the *Undergraduate Bulletin*. Master Course Syllabus requirements unique to these programs are detailed in Section XI below.

I. Bulletin Description

This brief description is the exact wording that appears in the *Bulletin*. The bulletin description communicates the gist of the course. The rest of the MCS corresponds to this description and provides further explanation and elaboration. Changes to this description must be noted on the Course Related Proposal Form (green sheet). The description is limited to 25 words or fewer. Necessary course-relevant information might exceed the 25 words but must be brief (e.g., “does not count on a major in...”). Cross-listed courses must add “Identical to _____. Credit may not be earned in more than one of these courses.” Online or hybrid courses must add, “This course may be offered in an online or hybrid format.”

II. Prerequisites, Pre/Co-requisites, Co-requisites, Recommended

The MCS should provide a rationale for the prerequisites, pre/co-requisites, co-requisites, and recommended background/preparation. Appendix B contains the Syntax Guidelines to assure uniformity in presenting requisite knowledge and/or skills.

Prerequisite:

List any courses and/or other requirement(s) that must be completed prior to enrolling in a particular course. Examples of prerequisites are, but not limited to: declaration of major or admission to a restricted program; completion of specific courses or sets of courses; completion of a specified number of semester hours; achievement of a specified class level; achievement of specific grades in prerequisite course or sets of courses; permission of the instructor, and department approval. Students who have not satisfied a prerequisite or are not enrolled in the prerequisite at the time of registration will not be allowed to register for course unless the course instructor makes an individual allowance.

Pre/Co-requisite(s):

List any courses and/or other requirements that students may take prior to or concurrently with the particular course. Students who have already completed the pre/co-requisite or who are enrolling at the same time in the pre/co-requisite will be allowed to register for the particular course. Students who have not satisfied the pre/co-requisite or enrolled in the pre/co-requisite at the time of registration will not be allowed to register for course unless the course instructor makes an individual allowance.

Co-requisite:

List any courses and/or other requirement(s) that students must take concurrently with a particular course. Students enrolled at the same time in the co-requisite will be allowed to register in the course with that co-requisite. Students who are not enrolled in the co-

requisite at the time of registration will not be allowed to register for course unless the course instructor makes an individual allowance.

Recommended:

List any courses and/or other requirement(s) that might be useful for students be complete prior to enrolling in a particular course. Any listed recommendations are not required. Completion of the recommended courses/requirements will not affect the student's ability to enroll in a course.

III. Rationale for Course Level

Courses must provide a rationale for course level, which may also reflect and be connected to the requisites/recommendations listed above. The rationale should explain why this course is numbered as it is rather than at a higher or lower level. It might state whether the course is an introduction to a content area, assumes past knowledge, or expects upper level rigor.

IV. Suggested Textbooks

The instructor usually selects the specific course text. This section should provide full bibliographic information for suggested text(s) commonly used. This information might help to guide faculty teaching this course for the first time. If a suggested text is older than 5 years, explain why it should be used in the course.

V. Other Requirements and/or Materials for the Course

List significant, required course materials and/or activities that are unique to the course. Special requirements might include such things as certifications, performance levels, concert attendance, and exceptional time requirements (such as all day field trip). Incidental materials should not be listed.

For online or hybrid formats, describe in full the requirements and expectations for the course, including areas such as access to technology, any special software or computer programs needed, methods for interaction and expectations for communication with and from students.

VI. Student Learning Course Objectives

This is a critical section of the Master Course Syllabus. It defines the nature and scope of the course, as well as the learning outcomes. All instructors must address these outcomes.

Provide a list of student-centered measureable learning objectives. (Example: Students will be able to articulate the salient differences and similarities between learning theories.). The number of objectives should be sufficient to address the scope of the course and be achievable in the time covered by the course. Learning objectives should also be appropriate to the level of the course and credit hours assigned. Additionally, if desired, include a brief course content description and instructor goals related to the programmatic intention of the course. Language and terminology should be appropriate for the course and also comprehensible by the general academic community.

VII. Suggested Course Outline

This section lists the topics to be covered, and the learning activities/assignments designed to achieve the stated objectives. In the outlined sequence of topics, include when and where types of evaluations are likely to occur. Presenting the outline in this way helps students to understand the purpose for the activities and how they will be evaluated.

For the outline, indicate a sequence of topics that reflects a logical division of the course. The scope of topics must be aligned with the stated learning objectives for the course. The topics may be divided by time in hours or by weeks. A 3-credit course includes a total of 48 contact hours of the instructional program. Adaptations to this timeframe (courses in either compressed or extended timeframes or in hybrid or online formats) must still equate to the requisite number of contact hours.

IX. Suggested Course Evaluation

Evaluation methods and assignments/activities should be appropriate to the learning objectives and teaching methods of the course. Include suggested relative weights and/or ranges, e.g., a midterm exam is worth 15%, a research paper is worth 20 %, a final exam is worth 30%. Hybrid or on-line formats must indicate any unique evaluation methods or activities. Descriptions of types of evaluations are suggested to help others teaching the course.

X. Bibliography

Master syllabus bibliographies should be broad enough to: 1) provide substantial and current documentation for the scholarly content of the course; 2) provide a range of resources that help to define the scope and content of the course for faculty who might teach this course; 3) provide a substantial body of knowledge on which students may draw for their studies. Therefore, master course syllabus bibliographies list standard works on the topic and include a substantial set of materials that reflect current scholarship on the major issues and themes of the course. Current scholarship is that which has been published within the past five years. Bibliographies should include items presented in a form appropriate to the discipline of the course and should be alphabetical by author for ease of access.

XI. Special Instructions

Central Michigan University supports a variety of curricular initiatives that require special attention. The specific criteria used to evaluate these courses are detailed below.

Courses Numbered 500 to 599. The faculty realize the inherent difficulty with attempting to draw firm boundaries between advanced undergraduate and introductory graduate courses. Therefore, both graduate and undergraduate students are allowed to enroll in courses numbered in the 500s, and this requires specific attention to establishing criteria associated for each group of students. Because courses at the 500 level serve both undergraduate and graduate students, their syllabi must clearly reflect the different requirements for these two groups of students. In order to meet approval at the 500 level, the proposal must:

- Specify within the Rationale section of the Master Course Syllabus why the course is best positioned at the 500 level.
- Specify within the Master Course Syllabus greater qualitative and/or quantitative requirements for graduate than for undergraduate credit.
- Indicate within the Master Course Syllabus a clear statement of the factors to be used in evaluating student achievement and assigning grades for both undergraduate and graduate students.

University Program Course Proposals: University Program courses are designed to expose students to areas of study in the following subgroups: Humanities, Natural Sciences, Social Sciences, and Integrative/Area Studies. These classes also provide foundational skills in reading carefully, discussing cogently, and writing clearly about the facts and the interpretation of facts covered in these courses.

In addition to the information typically required for a course related proposal, submissions for inclusion in the University Program must include a University Program Course Proposal Form. Cross-listed courses must include written indication that all departments are using the same syllabus. The “Rationale” section of the Course Related Proposal Form must include a clear demonstration of how the proposed course is appropriate for inclusion in the specified University Program Group and Subgroup (see the University Program: a Basic Document Set for further clarity). A proposal for inclusion in the University Program must show how the course (1) exemplifies techniques common to its disciplines and to the disciplines of the subgroup; (2) analyzes assumptions that underlie the issues, theories, and techniques included in the course; and (3) acknowledges the contributions and limits of the discipline's approach to the subject matter. For proposals for the Integrative/Area Studies subgroup that include disciplines or methodologies commonly housed in departments other than the proposer's, a statement concerning the instructor's credentials, training, and other relevant information pertaining to their preparation should be included to assure the committee of the instructor's expertise in all aspects of the course.

When completing the Master Course Syllabus, the Bulletin Description must include the specified University Program category. Moreover the student learning objectives must illustrate how the course meets the University Program category objectives. In addition, the evaluation component of the Master Course Syllabus should comply with criteria specified in the Writing-Across-the-University Program Guidelines (Appendix F). At least 50% of the course grade must be derived from meaningful writing, calculation, and public speaking.

The instructor assigned to teach the course must sign the University Program Course Proposal Form. Only persons with faculty rank and doctoral students on teaching assistantships who have been granted admission to candidacy for the doctoral degree may deliver and assign grades in University Program courses, with the exception of laboratory courses and courses granted special permission by the General Education Committee.

Professional Education Unit (PK-12) Courses. The professional education curriculum has adopted a philosophy of teaching and learning that is **C**oncept and knowledge driven, **LEA**rner centered, and **R**eflective (i.e., **CLEAR**). This CLEAR conceptual framework is required for writing objectives for professional education courses or for courses applicable to teaching majors, minors, or concentrations. For further information go to the related Website (<http://www.tepd.cmich.edu/Clear/mainpage.htm>) or contact the Professional Education Curriculum Committee chair.

SECTION III: PROGRAM PROPOSALS

A. OVERVIEW

The faculty at Central Michigan University recognizes that knowledge within and across disciplines advances at a rapid rate. Curricular review bodies realize that programs evolve to keep pace with these changes and support the University commitment to providing contemporary, state-of-the-art programs. Programs sponsored by CMU have already undergone a comprehensive curricular review which resulted in a program description that is published in one of the CMU Bulletins (i.e., *Undergraduate Bulletin*, *Graduate Bulletin*, or *Off Campus Programs Bulletin*). Therefore, changes to existing programs require the submission of Bulletin information germane to the proposed program changes. Typically this entails the submission of the proposed text that will appear in the updated Bulletin description.

When developing a modification to an existing proposal keep in mind that the regular curricular process does not review many program related factors. For example, departments designate which of their courses can be taken on a credit/no credit basis and whether such credit may be applied to a major or a minor. A department may offer certain courses exclusively on a credit/no credit basis after approval by the appropriate curricular authorities and publication in the CMU bulletin. Similarly, standards for admission to programs, retention in programs, and termination from programs appear in the program description within the appropriate *Bulletin* (Undergraduate, Graduate, Off Campus Programs), and standards that exceed the university specified minimum criteria fall under the purview of the unit that administers the program and, therefore, do not need to be approved through the regular curricular processes.

B. PROPOSAL TO MODIFY AN EXISTING PROGRAM

Modification of existing programs requires the submission of relevant components of the Bulletin Description that reflect the proposed program changes, submission of a Modification of Existing Program Proposal Form (Appendix B), and a submission of an SAP Major/Minor or Program Information Report .

1. College-level Review for Approval

Proposals that modify any of the following are routed from the appropriate unit to the College Curricular Review body for final approval when the total number of credit hours remains unchanged. When making program changes it is important to ensure that the number of credits required is not inadvertently increased by requiring courses with prerequisites that are not contained in the list of required courses. **Any change in total credits hours requires a full review by the appropriate Academic Senate Review body.**

- Change in list of courses on concentrations
- Change in list of courses on electives
- Change in list of courses on graduate options
- Change in list of courses on major
- Change in list of courses on minor

Once approved at the College level the entire updated Bulletin Description and a Modification of Existing Program Proposal Form are forwarded to the Academic Senate office for posting. The campus community and senate curricular bodies are notified of the college action via the distribution of college minutes. A routing flow chart for program-related proposals is presented at the end of this section.

A 14-day (calendar day) objection period begins once the college minutes are published and posted to the Academic Senate Website. Any faculty member or academic unit may file an objection by writing to the appropriate college curriculum committee chair, the appropriate senate curricular committee chair, and the Academic Senate office. The Academic Senate office will notify the Registrar's office of the objection and refrain from posting the updated materials. The item will be placed on the agenda for the next senate curricular committee meeting for discussion and action. All parties will be notified and requested to appear before the appropriate academic senate curricular committee to state their objection.

2. Academic Senate Curricular Committee Review for Approval

The College Review body forwards program modifications that address any of the following to the appropriate Senate Review Committee for final approval:

- Change in degree requirements
- Changes in number of credit hours on a concentration, graduate option, major, or minor
- Change in titles of degrees, majors, minors or graduate option/concentration/certificate

Once approved by the appropriate Senate Review Committee, it is the responsibility of the Senate Review Committee to forward to the Academic Senate office the appropriate documents.

A 14-day (calendar day) objection period begins once the Senate Review Committee minutes are published and posted to the Academic Senate Website. Any faculty member or academic unit may file an objection by writing to the appropriate senate curricular committee chair and to the Academic Senate office. The Academic Senate office will notify the Registrar's office of the objection and refrain from posting the updated materials. The item will be placed on the agenda for the next senate curricular committee meeting for discussion and action. All parties will be notified and requested to appear before the appropriate academic senate curricular committee to state their objection. Results of this deliberation will be forwarded to the Academic Senate for review.

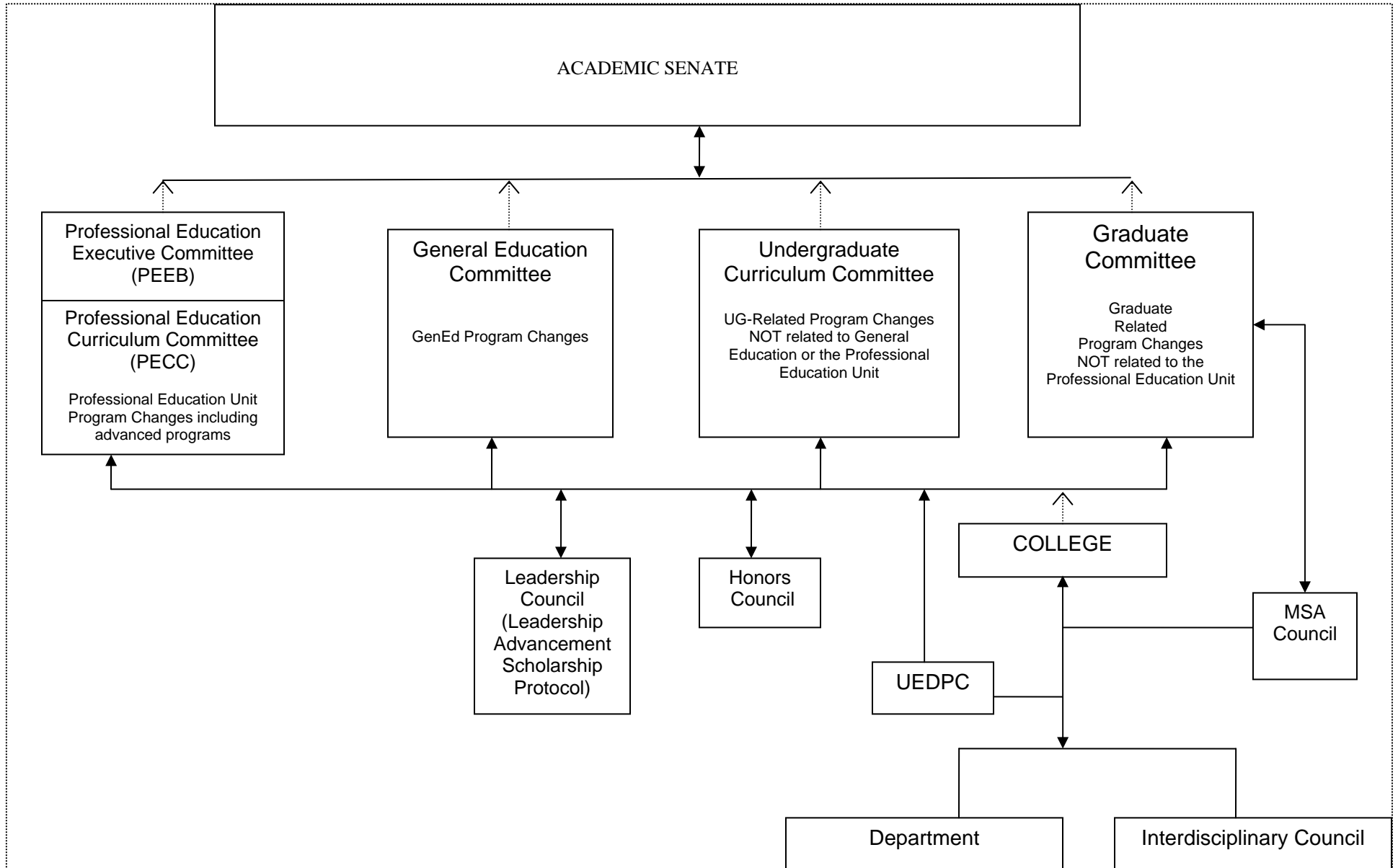
3. Academic Senate (full) Review for Approval

The appropriate Senate Review Committee forwards program modifications that address any of the following to the Academic Senate for final approval:

- Creation or deletion of a designator
- Deletion of concentration, graduate option, major, or minor
- Deletion of a degree

- Change in General Education Program: University Program, Competency requirements

B-1. Flow Chart for Modification of Existing Program



C. **PROPOSAL FOR NEW PROGRAMS**

The Academic Planning Council (APC) reviews and evaluates proposals involving new degrees, undergraduate majors, minors, concentrations, and graduate programs, options, concentrations and certificates prior to the submission to the relevant senate curricular review committee. It is expected that the department/school/interdisciplinary council and college curricular committees will have reviewed new program proposals forwarded by a Dean to the Academic Planning Council. The results of this review, indicating support or lack of support for the proposal, shall be noted in the college committee's minutes together with the substance of the committee's discussion. These minutes shall accompany the proposal submitted by the Dean to the Academic Planning Council. Following APC review, proposals must receive approval from the provost before submission to the relevant Academic Senate curricular review committee(s). In some cases, the provost or provost's designee may exempt programs from a full APC review. Programs exempt from full APC review are required to submit full documentation to the appropriate senate curricular committee(s) for review as outlined below. Once the program receives final approval by the Academic Senate, the Academic Affairs Officers Committee must submit program materials to the Presidents Council State Universities of Michigan (PCSUM) for review. The Board of Trustees must approve new degree proposals prior to submission to the Presidents Council (PCSUM).

1. NEW PROGRAM PROPOSALS FOR BACHELOR'S OR MASTER'S LEVEL **Overview**

The faculty at Central Michigan University has adopted criteria for review to insure the development of programs that represent the highest level of quality. When presenting a new program, proposers must provide clear evidence that address each of the following criteria. Each reviewing body will use the same criteria for evaluation. The sections below correspond to the explanatory sections required for completing the New Program Request form (Blue Form). The flow chart at the end of this section provides a visual representation of the routing for proposals for new undergraduate and Master's programs.

Criteria for Evaluation

In bold are the criteria that will be used in the evaluation of new programs. Below each criterion are suggestions for evidence/material that might assist in addressing the criterion.

1) The program supports the mission and goals of the institution.

- a) Describe the program's mission and goals and how the program supports the mission of the university. How does the program reflect and support the undergraduate or graduate education priorities of the institution.
- b) Describe how the program supports the mission and goals of the relevant department and college.
- c) Describe how the program impacts (positively and/or negatively) other university departments and programs.
- d) Describe how the program will enhance CMU's image to external constituents.
- e) For a Professional Education Unit program only: Show how the program reflects the CMU CLEAR conceptual framework for teacher preparation.

2) There is a need (market and/or disciplinary) for the program.

- a) Describe the international, national, regional and/or statewide need for the program. Provide evidence, including external supporting documentation that such a need exists. Evidence of market need might include results of employer surveys, current labor market analyses and projections, or need projections prepared by a relevant professional organization. Summaries of student interest are appropriate, but not sufficient evidence of need.
- b) Describe how the program meets the needs of, or advances, the state of the discipline or profession.
- c) Describe the internal institutional needs met by the program.
- d) Describe why the needs met by the program cannot be met through existing programs at CMU or other institutions within the state of Michigan.
- e) If this is a new or emerging field, is there evidence that this field will continue to emerge?

3) There is evidence of the potential for a high-quality program.

- a) Describe how the program builds an intellectual framework that reflects an established or emerging body of scholarship.
- b) Describe the courses and provide the overall sequence/structure of the program. *[All new courses must be approved through the curricular process before the program is approved. The Academic Planning Council does not review Master Course Syllabus. See Course-Related Proposals.]*
- c) If applicable, indicate the agency, the plan/timeline for seeking specialized accreditation/approval/certification and how the program meets the required standards.
- d) If there is currently a similar CMU program in the area, describe the general reputation (internally and/or externally) of that program.
- e) Describe the academic services available to assist students in succeeding in the program.
- f) Describe how quality will be documented and how continued quality will be ensured.

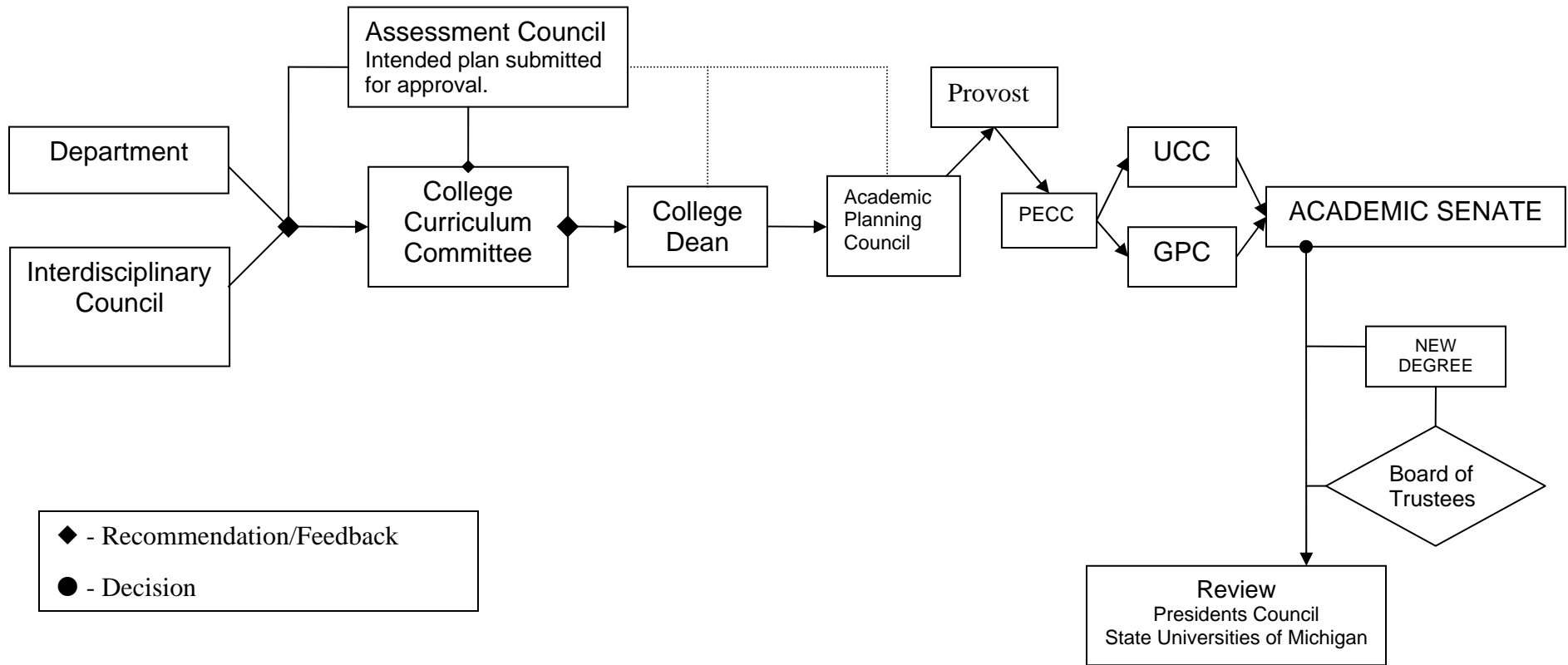
4) There is evidence of student interest and that the program will attract quality students.

- a) Describe the target audience.
- b) Describe the domestic, ethnically diverse, and international students to be served by the proposed program.
- c) Describe how many students would optimally be enrolled in the program. Explain why this is the optimal program size. (Four year projection)
- d) Describe the potential of this program to attract, retain, graduate, and place students of high ability. For the Professional Education Unit, also show how the program prepares students to teach or to pursue advanced study.
- e) Describe the qualitative and quantitative measures that will be used as admissions criteria.
- f) Describe the opportunities which will be available to students who pursue this degree program. Describe the plan to establish external links which might be necessary for clinical practica or internships.

- 5) There is a plan for the ongoing assessment of student learning and the evaluation of the need for and feasibility of the program.** *[The intended Assessment Plan must be approved by the Assessment Council prior to program approval by the Senate Curricular Review Committee]*
- Describe the student learning outcomes.
 - Describe how the student learning outcomes will be assessed.
 - Describe how and when the program will be evaluated.
- 6) There is evidence that the faculty can provide a quality experience for students.** *[Attach resumes from the Online Faculty Information System (OFIS)]*
- Describe the current faculty who would be involved in the program. Evidence should be provided as to how they are active in their discipline and productive in their area of scholarship (e.g., consultation, clinical work, grant writing, publications, and presentations).
 - Explain how the number of the currently qualified faculty is adequate for the program. If additional faculty are necessary, is the university/college willing and able to commit funding to support additional positions? What evidence is there that the program can attract additional faculty?
 - Describe the level of instructional effectiveness of the current faculty.
 - Describe the effectiveness of current student advising.
 - Describe the current ratio of faculty to students and the mentoring of students available and specify how this might change once the program is active.
- 7) There are financial resources required to support the program. (Provide a five year projection)**
- Describe the financial resources and opportunities that will be available to attract high-quality students.
 - Describe the anticipated cost effectiveness of the program (resources required/anticipated positive impact).
 - Describe any additional staff needed to support the program. If so, is the university/college willing to commit funds to support additional staff positions?
 - Describe how the program will garner external research dollars.
 - Describe how the program will be able to garner gift money.
 - Describe other venues the program will use to attract resources.
- 8) There are additional resources to adequately support this program.**
- Describe the classroom space needed for the program. If currently available classroom space is inadequate, how will such space be made available?
 - Describe the faculty and graduate assistant (for a graduate program) office space currently available. If currently available office space is inadequate, how will such space be made available?
 - Describe the laboratory space and equipment currently available. If the currently available laboratory space and equipment is inadequate, how will such space be made available?

- d) Describe the computer resources currently available. If currently available computer resources are inadequate, will the university/college provide additional computer resources?
 - e) Describe the library resources/holdings currently available for the program. If currently available resources are inadequate, what type of budget is necessary for the purchase of additional holdings? Is the university/college/department able to provide funds for the purchase of such?
- 9) For programs which are offered electronically, there is evidence that the program complies with *Best Practices for Electronically Offered Degree and Certificate Programs* by North Central Association. Specifically, the following must be addressed:**
- a) Explain how the institution will assure budgetary resources and technical support for the program, maintain academic oversight, and assure the integrity of student work and faculty instruction.
 - b) Explain how interactions (synchronous or asynchronous) between instructor and student and among students are reflected in the design of the programs.
 - c) Explain how the institution provides ongoing support and training for faculty members.
 - d) Explain how the program will provide advising and logistical information to the student.

C-1. Flow Chart NEW PROGRAM for Bachelor's or Master's Level



Master Course Syllabi are NOT submitted to the Academic Planning Council. Course requests are submitted to the designated senate curricular committee. The appropriate senate curricular committee must approve all courses prior to the program final approval.

2. NEW PROGRAM PROPOSAL DOCTORAL LEVEL

Overview

Doctoral level education represents the pinnacle of academic training. Therefore, the faculty of Central Michigan University has adopted guidelines for insuring the development of programs that represent the highest level of quality. There is also the realization that proposals to develop doctoral level programs require considerable time and effort. In an attempt to balance the need for efficiency and efficacy, proposals for doctoral level programs pass through two separate phases: Concept Proposal Phase and Full Curricular Phase. The flow chart at the end of this section provides a visual representation of the routing for proposals for a new doctoral program.

- **Step 1: Concept Proposal**

The proposing unit developing a new doctoral program must first prepare a Concept Proposal. The Concept Proposal Planning Form may be downloaded from the CMU Provost Website: <http://academicaffairs.cmich.edu/apc/newprograms.shtml>. A typical Concept Proposal is between six to eight double spaced pages in length and briefly addresses the stated Criteria for Evaluation to inform the appropriate reviewing bodies of the merits of the to-be-proposed program. The Concept Proposal must be reviewed and supported by the department/school or interdisciplinary council, as well as the relevant college curricular body. The result of the review is noted in the college curricular minutes. If the program is related to the Professional Education unit it must be forwarded to the PECC for review. The result of the review is noted in the PECC minutes and all documents are forwarded to the appropriate dean. Once endorsed by the dean all documents are then forwarded to the Graduate Committee for review. The Graduate Committee reviews the proposal to assess academic quality. Upon the completion of the review the Graduate Committee submits the resulting recommendation and all documents to the Academic Planning Council (APC) for evaluation. The APC will make a recommendation to the Provost. If the Provost approves the Concept Proposal, the proposed program will then proceed through the full curricular process.

- **Step 2: Full Proposal**

The Full Proposal must address the criteria outlined below and be supported by the department/school or interdisciplinary council and college curricular bodies. The results of the review shall be noted in the curricular minutes and shall accompany the Full Proposal submitted to the appropriate college dean. If endorsed, all documents are then submitted to the Academic Planning Council. The APC will make a recommendation to the Provost. If the Provost approves the Full Proposal, the proposed program will be submitted to the PECC if the proposed program is related to the Professional Education Unit prior to submission to the Graduate Committee, otherwise it will proceed to the Graduate Committee. If the proposal involves the creation of new courses then Course Request Forms with accompanying Master Course Syllabi must be submitted to the appropriate curricular bodies and approved prior to the final approval of the program.

Criteria for Evaluation

In bold below are the criteria that will be used in the evaluation of new doctoral programs. Below each criterion are suggestions for evidence/material that might assist in addressing the criterion.

1) The program supports the mission and goals of the institution.

- a) Describe how the program supports the mission of the university. Specifically, what institutional strength it is based upon and which societal needs the program addresses.
- b) Describe how the program reflects or supports the graduate education priorities of the institution.
- c) Describe how the program supports the mission and goals of the relevant department and college.
- d) Describe how the program impacts (positively and/or negatively) other university departments and programs.
- e) Describe how the program will enhance CMU's image to external constituents.

2) There is a need (market and/or disciplinary) for the program.

- a) Describe the international, national, regional and/or statewide need for the program. For research programs, this need might be in academia or industry. For applied programs, there must be a demonstrated need for professionals in the field to acquire the doctoral degree. Provide evidence, including external supporting documentation that such a need exists. Evidence of market need might include results of employer surveys, current labor market analyses and projections, or need projections prepared by a relevant professional organization. Summaries of student interest are appropriate, but not sufficient evidence of need.
- b) Describe how the program meets the needs of, or advances, the state of the discipline or profession.
- c) Describe the internal institutional needs met by the program.
- d) Describe why the needs met by the program cannot be met through existing programs at CMU or other institutions within the state of Michigan.
- e) If this is a new or emerging field, is there evidence that this field will continue to emerge and require individuals educated at the doctoral level.

3) There is evidence of the potential for a high-quality program.

- a) Describe how experts in the field feel about the proposed curriculum and how external reviewers reviewed the proposed curriculum.
- b) Describe how the program meets available accreditation requirements.
- c) Describe how the depth of the curriculum is appropriate for a doctoral program.
- d) If there is a current CMU graduate program in the area, describe the general reputation (internally and/or externally) of that program.
- e) Describe the academic services available to assist students in succeeding in the program.
- f) Describe how quality will be documented and how continued quality will be ensured.
- g) Describe what students will be expected to accomplish in the program (e.g., original research, applied research, as well as competencies).

4) There is evidence of student interest and that the program will attract quality students.

- a) Describe the domestic, ethnically diverse, and international students to be served by the proposed program.
- b) Describe how many students would optimally be enrolled in the program. Explain why that is the optimal program size.
- c) Describe how the program will attract particularly strong students.
- d) Describe the qualitative and quantitative measures that will be used as admissions criteria.
- e) Describe the opportunities which will be available to students who pursue this degree program.

5) There is a plan for the ongoing assessment of student learning and the evaluation of the need for and feasibility of the program.

- a) Describe the student learning outcomes.
- b) Describe how the student learning outcomes will be assessed.
- c) Describe how and when the program will be evaluated.

6) There is evidence that the faculty can provide a quality doctoral experience for students.

[Attach resumes from the Online Faculty Information System (OFIS)]

- a) Describe the current faculty who would be involved in the program. Evidence should be provided as to how they are active in their discipline and productive in their area of scholarship (e.g., consultation, clinical work, grant writing, publications, and presentations).
- b) Explain how the number of the currently qualified faculty who actively support offering the doctoral program are adequate for the program. If not, what evidence is there that the program can attract additional faculty for the doctoral program. If additional faculty are necessary, is the university/college willing and able to commit funding to support additional positions?
- c) Describe the level of instructional effectiveness of the current faculty.
- d) Describe the effectiveness of current graduate student advising.
- e) Describe the effectiveness of current mentoring for graduate student thesis/dissertation work.
- f) Describe the current ratio of graduate faculty to graduate students and specify how this might change once the doctoral program is active.
- g) Describe the faculty plan to establish external links which might be necessary for clinical practica or internships.

7) There are financial resources required to support the program. (Provide a five year projection)

- a) Describe the anticipated cost effectiveness of the program (resources required/anticipated positive impact).
- b) Describe the financial resources and opportunities that will be available to attract high-quality students.

- c) Is the university/college/department willing to commit graduate assistantships/fellowships to the program?
- d) Describe the percent of students enrolled who are expected to receive financial support.
- e) Describe the percent of students who would be employed outside of the university while pursuing their degree.
- f) Describe any additional staff needed to support the program. If so, is the university/college willing to commit funds to support additional staff positions?
- g) Describe how the program will garner external research dollars.
- h) Describe how the program will be able to garner gift money.
- i) Describe other venues the program will use to attract resources.

8) There are additional resources to adequately support the doctoral program.

- a) Describe the classroom space needed for the program. If currently available classroom space is inadequate, how will such space be made available?
- b) Describe the faculty and graduate assistant office space currently available. If currently available office space is inadequate, how will such space be made available?
- c) Describe the laboratory space and equipment currently available. If the currently available laboratory space and equipment is inadequate, how will such space be made available?
- d) Describe the computer resources currently available. If currently available computer resources are inadequate, will the university/college provide additional computer resources?
- e) Describe the library resources/holdings currently available for the program. If currently available resources are inadequate, what type of budget is necessary for the purchase of additional holdings? Is the university/college/department able to provide funds for the purchase of such?

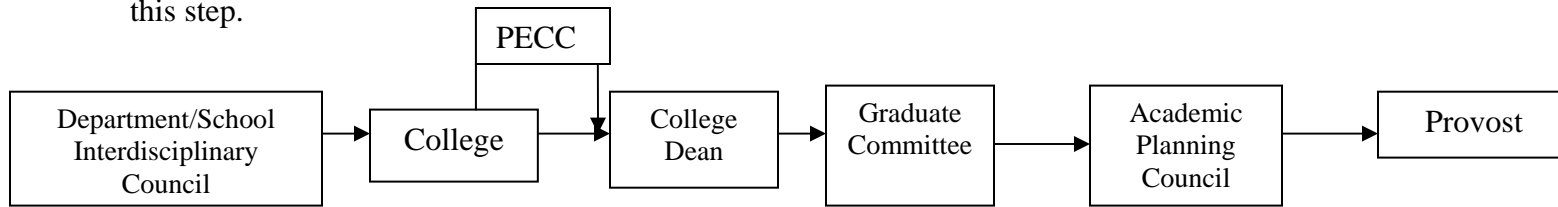
9) For programs which are offered electronically, there is evidence that the program complies with *Best Practices for Electronically Offered Degree and Certificate Programs* by North Central Association. Specifically, the following must be addressed:

- a) Explain how the institution will assure budgetary resources and technical support for the program, maintain academic oversight, and assure the integrity of student work and faculty instruction.
- b) Explain how interactions (synchronous or asynchronous) between instructor and student and among students are reflected in the design of the programs.
- c) Explain how the institution provides ongoing support and training for faculty members.
- d) Explain how the program will provide advising and logistical information to the student.

C-2. Flow Chart for Approval of New Doctoral Programs

1) Step 1: Concept Proposal: Concept Planning Form

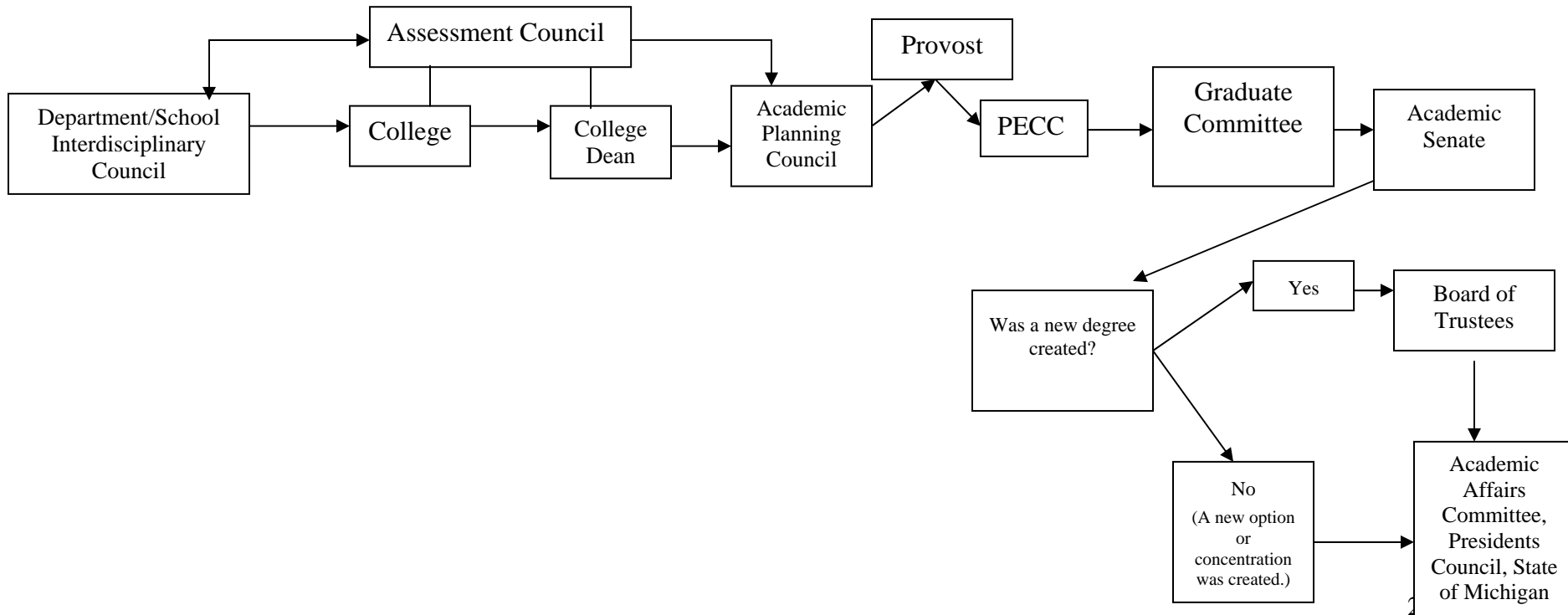
NOTE: The Course Request Form (GREEN FORM) and Master Course Syllabi for new courses **are not** submitted during this step.



If approved go to Step 2

2) Step 2: Full Curricular Proposal: New Program Request Form (blue)

NOTE: New courses (Course Request Form (green) and Master Course Syllabus) must be approved through the appropriate channels prior to final program approval at the Graduate Committee.



SECTION IV: ACADEMIC SENATE CURRICULAR COMMITTEES

GENERAL EDUCATION COMMITTEE

Overview

The General Education Committee is an Academic Senate curricular body that serves as the faculty advisory and policy-making body for the General Education Program. The committee develops, reviews, and evaluates programs and policies pertaining to the operation of the General Education Program. As the primary advisory body for the Director of General Education, the committee is tasked with assessing the overall quality and impact of general education in undergraduate education. The committee publishes in its minutes curricular proposals concerning the General Education Program. The General Education Committee can also initiate curricular proposals relevant to the General Education Program.

I. Charge

- A. Consider the following curricular items for final approval:

Course related

1. New course requests to be added to the University Program. If the General Education Committee does not approve a new course it may proceed to the UCC or Graduate Committee for consideration as a non-General Education course.
2. Changes to current University Program courses.
3. Master course syllabus 7-year review for all University Program courses

Program related

1. Items pertaining to the General Education Program component of all undergraduate degrees

- B. Consider the following curricular items and make recommendations to the Academic Senate for final approval:

Program related

1. Any modifications of the University Program
2. Any modifications of the Competency Requirements for general education on all undergraduate degrees, including the methods and procedures through which equivalency may be demonstrated.

- C. This committee shall regularly study and maintain a database on the functioning of the University Program and monitor adherence to University Program regulations. Through a process of continuing review and re-certification during a five-year cycle, this committee will evaluate each course for continuing compliance with requirements and suitability in terms of satisfying the goals of the University Program and of the respective University Program group and subgroup.

- D. This committee shall evaluate CMU's General Education Program. This evaluation shall include but is not limited to:

1. Assessment of educational outcomes for students such as range of knowledge, methodological understanding, ability to comprehend, analyze, and write about materials appropriate to different groups within the Program; and competency requirements;

2. Oversight of and recommendation of changes to the General Education Program, review and assessment of the Program and Subgroups standards, goals, and competencies;
 3. As part of its review of University Program subgroups and competencies, offer recommendations concerning recertification to the General Education Committee;
 4. Trends in general education nationally but especially at institutions comparable to CMU.
- E. This committee shall develop recommendations for:
1. Effective student advising within the Program;
 2. Utilizing interdisciplinary techniques in General Education Program courses;
 3. Educating faculty regarding the philosophy, goals, and requirements of the General Education Program;
 4. Promoting the General Education Program.
- F. The committee shall consider and forward unresolved appeals regarding its decisions to the Academic Senate upon request of the party initiating the proposal.
1. Upon request, the initiator of a proposal has the right to receive a written statement from the committee setting forth reasons for the decision or non-approval of the proposal under question. The request must be made in writing within ten (10) calendar days from receipt of notice regarding the committee's decision.
 2. Appeals must be based on one or more of the following alleged grounds:
 - a. A violation of procedure that has adversely affected the decision;
 - b. Misinterpretation or misapplication of an existing curricular policy;
 - c. Departure from past practice without adequate justification;
 - d. Arbitrary and capricious action.
 3. The appealing party has the responsibility to prepare and send the appeal to the chair of the General Education Committee within twenty (20) calendar days from receipt of the committee's written statement of reasons. The appeal shall include:
 - a. The curricular proposal under consideration
 - b. The subcommittee's decision and written reasons
 - c. The grounds for the appeal with supporting documentation
 - d. A written request to forward the appeal to the Academic Senate if the matter cannot be resolved at the current level.
 4. The appealing party has the right to receive written notification from the Academic Senate regarding final disposition of the appeal.
 5. For purposes of this appeal process, the "calendar days" does not include university holidays or recesses, but does include Saturdays and Sundays during the fall and spring semesters. As a result, some appeals stemming from decisions made just prior to the end of spring semester may have to wait until the start of fall semester to begin or to complete the appeal process.
- G. This committee shall also serve as the reviewing body for student curricular appeals concerning University Program and competency requirements when referrals are

made to the committee by the Board of Appeals (See Appendix E).

II. Membership

- A. The General Education Committee shall consist of sixteen members, with 13 faculty members nominated and elected by the Academic Senate:
- Two (2) representing the humanities
 - Two (2) representing the natural sciences
 - Two (2) representing the social sciences
 - One (1) representing integrative and area studies
 - One (1) representative from each college: health professions, business administration, education and human services, humanities and social and behavioral sciences, communication and fine arts, and science and technology);
 - One (1) member selected by the undergraduate curriculum committee from its members
 - One (1) student nominated by the student government association and elected by the academic senate
 - General education program director, *ex officio*, non-voting
- B. Individuals elected by the senate to the General Education Committee as representatives of the Humanities (Group I) or the Natural Sciences (Group II) or the Social Sciences (Group III) or Integrative and Area Studies (Group IV) must have been approved to teach and must have signed on the master syllabus of at least one of the courses included in those respective groups.
- C. Members shall hold three-year staggered terms except the UCC member, whose term on the General Education Committee shall end when the UCC term ends. The student member's term shall be one year.
- D. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.

III. Academic Senate Policy on Standing Committee Attendance

If a member misses three consecutive meetings (excused or unexcused) of any senate standing committee (to which that person has been appointed), the member will be terminated from that committee and replaced.

Approved by the Academic Senate 10/17/78;

Revised by the Academic Senate 4/19/83; 4/03/84; 11/05/85;8/87 (editorial); 9/07/93; 3/02/99

GRADUATE COMMITTEE

Overview

The Graduate Committee is an Academic Senate curricular body which serves as the faculty advisory and policy-making body for Graduate Education. The committee develops, reviews, and evaluates programs and policies pertaining to the operation of the College of Graduate Studies. As the primary advisory body for the Dean of the College of Graduate Studies, the committee is tasked with assessing the overall quality and impact of graduate education. The committee publishes in its minutes curricular proposals concerning Graduate Education. The Graduate Committee can also initiate curricular proposals relevant to the General Education Program.

I. Charge and Authority

A. Consider the following curricular items for final approval:

Course related proposals for courses numbered 500 and above except for those in the General Education Program or Professional Education Unit

1. New courses
2. Master course syllabus 7-year review
3. Change in Course Level
4. Change in Prerequisites, Pre/Co-requisites or Co-requisites
5. Change in Course Objectives

Program related proposals except those related to the Professional Education Unit

1. Changes in number of credit hours on a graduate option/concentration/certificate
2. Change in titles of degrees, or graduate option/concentration/certificate

B. Consider the following curricular items and make recommendations to the Academic Senate for final approval:

Program related proposals except those related to the Professional Education Unit

1. New program
2. Deletion of graduate option/concentration/certificate
3. Creation or deletion of a degree

C. Notify College Curriculum Committees or other responsible units of the need for a seven year MCS review of courses numbered 500 and above.

D. Recommend to the Academic Senate for approval

1. Minimum College of Graduate Studies graduation requirements and approved departmental requirements;
2. College of Graduate Studies admission and dismissal policies and approved departmental policies;
3. Policies and regulations for the College of Graduate Studies, including criteria for membership on the graduate faculty.

E. Establish guidelines for the advising of graduate students.

F. Establish guidelines for University Graduate Fellowships.

- G. Policy on Simultaneous Course Offerings. Undergraduate courses numbered 100-499 and graduate courses numbered 500 and above cannot meet concurrently with the same instructor unless prior approval has been granted. Decisions on whether to grant approval will be based on careful consideration of the department's rationale for combining classes and a review of the syllabi for each of the classes that will be combined. A one-time-only approval can be granted by the Executive Committee of the Graduate Committee; ongoing approval must be approved by the full Graduate Committee.
- H. Elect a chairperson, a secretary, and two members of the executive committee, all to serve one-year terms.
- I. Elect one of its members to serve on the Professional Education Curriculum Committee

II. Membership

- A. The Graduate Committee shall consist of 15 members, which includes eleven faculty and two (2) graduate students. At the beginning of each calendar year, the College of Graduate Studies shall send a list of its graduate faculty to the Committee on Committees. The Committee on Committees will forward nominations to the Academic Senate for election. Faculty members shall serve three-year staggered terms, and graduate students will serve one-year terms. Membership includes:
- One faculty member from each college: Science and Technology, Communication and Fine Arts, Education and Human Services, Humanities and Social and Behavioral Sciences, Health Professions, and Business Administration,
 - Five (5) graduate faculty at large
 - Two (2) graduate students
 - Dean of the College of Graduate Studies, or designee, *ex officio*, voting
 - Representative of Professional Education Services (ProfEd / Off-Campus Programs), *ex-officio*, voting
- B. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
- C. Academic Senate Policy on Standing Committee Attendance: If a member misses three consecutive meetings of any Senate standing committee the member will be terminated from that committee and replaced.

Approved by the Academic Senate 3/9/76

Revised by the Academic Senate 10/03/78; 2/26/80; 5/03/83;10/25/83; 12/03/85; 2/17/87; 1/29/91;
2/25/92; 3/24/92; 9/7/93; 11/16/93; 4/11/95;3/11/97; 11/23/99.

Editorial revisions by Ad hoc CAD Committee 5/8/02

PROFESSIONAL EDUCATION CURRICULUM COMMITTEE

Overview

The Professional Education Curriculum Committee is an Academic Senate curricular body that coordinates, reviews, and makes recommendations on curricular items related to educational personnel preparation programs. The Professional Education Curriculum Committee reviews undergraduate and graduate courses and programs designed for professional personnel preparation. As a primary advisory body for the Professional Education Executive Board (PEEB), the committee is tasked with assessing the overall quality and impact of the Professional Education Curriculum. The committee publishes in its minutes curricular proposals concerning the Professional Education Curriculum. The Professional Education Curriculum Committee can also initiate curricular proposals relevant to the General Education Program.

I. Charge and Authority

A. Consider the following curricular items and make recommendations to the PEEB for final approval:

Course-related proposals connected to the Professional Education Unit for courses numbered 0-899. Professional education courses are taken exclusively to prepare PK-12 practitioners and have designators of EDU, MLE, SPE, CED, EDL, *or are internship/practicum* or mid-tier/methods/field experience courses in any major or minor. They include mid-tier courses in any major; methods course in any major or as part of the professional sequence courses; student teaching supervision (including subject-matter); elementary education; middle school education; special education; educational leadership/administration; educational technology; school counseling; school psychology; secondary education.

1. New courses. If a new course is not approved by the Professional Education Unit (PECC) it may proceed to the UCC or Graduate Committee for consideration as a non-Professional Education course.
2. Master course syllabus 7-year review
3. Change in Course Level
4. Change in Prerequisites, Pre/Co-requisites or Co-requisites
5. Change in Course Objectives

Program-related proposals connected to the Professional Education Unit

1. Changes in number of credit hours on a major, minor, concentration, and graduate option/concentration/certificate
2. Change in titles of degrees, majors, minors, concentration and graduate option/concentration/certificate

B. Consider and recommend the following curricular items to the PEEB for recommendation to the Academic Senate for final approval:

Program-related

1. Changes in degree requirements for the Bachelor of Science in Education and Bachelor of Music Education
2. Changes in the list of approved majors or minors on the Bachelor of Science in Education or the Bachelor of Music Education degrees.

3. Changes in the listing of courses which modify requirements of the Bachelor of Science in Education and the Bachelor of Music Education degrees.
 4. Changes in existing graduate programs designed for the preparation of PK-12 educational personnel that affect semester-hour requirements.
 5. Deletions of graduate degrees, options, and concentrations designed for the preparation of PK-12 educational personnel.
- C. Consider and recommend to PEEB for recommendation to the UCC or Graduate Committee for review and approval, prior to submission to the Academic Senate:
1. New undergraduate teaching majors, new undergraduate teaching minors, or new undergraduate teaching concentrations, prior to
 2. New graduate programs or graduate-level certificate programs designed for the preparation of PK-12 educational personnel.
- D. Maintain an updated list of Professional Education Unit Courses and respond to department-initiated requests to add or remove courses from the list.
- E. Maintain an updated list of undergraduate teaching majors, minors, concentrations and graduate programs or graduate-level certificate programs designed for the preparation of PK-12 educational personnel and respond to department-initiated requests to add or remove programs from the list.
- F. Notify College Curriculum Committees or other responsible units of the need for a seven year MCS review of professional education courses.
- G. Respond to referrals from the Professional Education Executive Board.

Note: The three committees, PESAR, PECC and PEAC, will communicate and collaborate with one another in an ongoing, time-sensitive manner.

II. Membership

- A. Because PK-12 educational personnel preparation programs, both at the undergraduate and graduate levels, impact all academic colleges, it is highly desirable that there be appropriate representation from each college and that the PECC regularly communicates with departments, college curriculum committees, relevant interdisciplinary councils and Professional Education Unit Faculty. The Professional Education Curriculum Committee shall consist of sixteen members, with thirteen voting members and three (3) non-voting:
- Two (2) College of Humanities and Social & Behavioral Sciences
 - One (1) College of Communication and Fine Arts
 - One (1) College of Business Administration
 - One (1) College of Health Professions
 - Two (2) College of Science and Technology
 - Two (2) College of Education and Human Services
 - One (1) Student
 - One (1) PK-12 representative
 - One (1) Member as appointed by the Graduate Committee

- One (1) Member as appointed by the Undergraduate Curriculum Committee
 - Unit Head (or designee), *ex officio*, non-voting
 - Center for Student Services (e.g., Director of Professional Education or designee), *ex officio*, non-voting
 - Director of the MA in Education Program (or designee), *ex officio*, non-voting.
- B. Committee members will elect, for one-year terms, both a chair and a chair elect. These individuals will serve on the Professional Education Executive Board. When possible, CMU faculty should have Professional Education Unit Faculty status.
- C. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
- D. Academic Senate Policy on Standing Committee Attendance: If a member misses three consecutive meetings of any Senate standing committee the member will be terminated from that committee and replaced.

Approved by Academic Senate 2/26/02.
Editorial revisions by Ad hoc CAD Committee 5/8/02
Revised by Academic Senate 4/25/06

UNDERGRADUATE CURRICULUM COMMITTEE

Overview

The Undergraduate Curriculum Committee is an Academic Senate curricular body for undergraduate courses and programs. The committee coordinates, reviews, and makes recommendations on curricular items related to the undergraduate curriculum. The committee is tasked with assessing the overall quality and impact of the undergraduate curriculum. The Undergraduate Curriculum Committee publishes in its minutes proposals concerning the undergraduate curriculum. The Undergraduate Curriculum Committee can also initiate curricular proposals relevant to the undergraduate curriculum.

I. Charge and Authority

- A. Consider the following curricular items for final approval:

Course related proposals for courses numbered 0-499, except for those in the University Program or Professional Education Unit

1. New courses
2. Master course syllabus 7-year review
3. Change in Course Level
4. Change in Prerequisites, Pre/Co-requisites or Co-requisites
5. Change in Course Objectives

Program related proposals, except those related to the Professional Education Unit

1. Changes in number of credit hours on a major, minor and/or concentration
2. Change in titles of degrees, majors, minors and/or concentration

- B. Consider the following curricular items and make recommendations to the Academic Senate for final approval:

Course related

1. Creation or deletion of a designator

Program related proposals, except those related to the Professional Education Unit

1. New program
2. Creation or deletion of a designator
3. Deletion of major, minor and/or concentration
4. Creation or Deletion of a degree

- C. The Undergraduate Curriculum Committee shall review with particular care all new or existing majors and minors that exceed or are changed to exceed forty (40) hours for majors and twenty-four (24) hours for minors. The responsible department/school or interdisciplinary council must provide justification regarding the impact on students and time to graduation. For the purpose of this review, the number of hours required must include all prerequisites and any additional requirements for the major or minor.

- D. Notify College Curriculum Committees or other responsible units of the need for a seven year MCS review of courses numbered 0-499.

- E. Elect one of its members to serve on the General Education Committee.

- F. Elect one of its members to serve on the Professional Education Curriculum Committee
- G. Elect one of its members to serve on the UEDPC.
- H. Elect at least one of its members and four other individuals to make a total of five, at least two of whom must be faculty members, to serve on the undergraduate Board of Appeals.

II. Membership

- A. The Undergraduate Curriculum Committee is composed of 22 members, with 15 faculty members. Faculty members shall hold three-year staggered terms. A prerequisite for faculty election to membership is a minimum of one year on a department or college curriculum committee. The student members should represent the diversity of academic areas. The student term shall be one year. The Undergraduate Curriculum Committee will consist of:
 - Three (3) from the College of Science and Technology;
 - Two (2) from Communication and Fine Arts;
 - Four (4) from Humanities and Social and Behavioral Sciences;
 - Two (2) from Education and Human Services;
 - Two (2) from Business Administration;
 - One (1) from Health Professions;
 - One (1) from Counseling/Library;
 - Four (4) students;
 - Representative of the Registrar's office, *ex officio*, voting;
 - Representative of the Provost's office, *ex officio*, voting;
 - Director of Undergraduate Extended Degree Programs for the Professional Education Services (ProfEd / Off-Campus Programs), *ex officio*, voting.
- B. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
- C. Academic Senate Policy on Standing Committee Attendance: If a member misses three consecutive meetings of any Senate standing committee the member will be terminated from that committee and replaced.

Created by the Academic Senate: 10/03/78.

Revised by the Academic Senate: 4/19/83; 10/25/83;4/03/84; 4/11/95;3/11/97; 3/15/97; 4/27/99; 11/23/99; 9/25/01; Editorially revised: 8/87; 6/90; 4/95.

Editorial revisions by Ad hoc CAD Committee 5/8/02

**SECTION V: SENATE APPOINTED COUNCILS WITH
CURRICULAR RESPONSIBILITIES**

HONORS COUNCIL

Overview

The Honors Council serves as the advisory and policy-making body of the Honors Program. The council is responsible for developing and evaluating all protocols and policies pertaining to the operation and quality of the Honors and Centralis Scholarship programs.

I. Charge

- A. Recommend to the Academic Senate's curricular committees for approval:
 - New Honors and Centralis Scholarship protocols
 - Decisions concerning Honors and Centralis Scholarships, protocol additions, modifications, consolidations, and deletions
 - Honors Program admissions and dismissal policies
 - Minimum requirements for "Honors Program Graduate" recognition
- B. In conjunction with the University Honors Program Director, be responsible for: scheduling Honors courses
 - Identifying faculty to teach Honors courses
 - Developing HON-designated courses
 - Overseeing Honors and Centralis Scholarships protocols
 - Overseeing the Centralis Scholarship Program
 - Coordinating the assessment activities assigned to the Honors Program
- C. Be involved in selection of the Honors Program Director.

II. Membership

- A. Honors Council membership has 16 members. The council includes eight (8) faculty and five (5) students. The Academic Senate, through the normal election process, will elect faculty serving staggered terms. The Director of the University Honors Program will appoint the students in the spring semester for a one-year term commencing in the following fall semester. The Director shall solicit applications through the honors newsletter and from honors faculty and students.
 - Eight faculty, one (1) from each college: Humanities and Social and Behavioral Sciences, Communication and Fine Arts, Science and Technology, Education and Human Services, Business Administration, and Health Professions
 - One (1) from the Library
 - One (1) at large
 - Five (5) honors students
 - Representative elected by the Council of Deans to serve a one-year term.
 - Associate Director of the University Honors Program, *ex officio*, non-voting.
 - Director of the University Honors Program, *ex officio*, non-voting.
- B. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.

- C. If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.

III. Reporting

- A. The Council's minutes are forwarded to the Academic Senate. The Council makes recommendations on curricular matters through the Academic Senate's customary curricular process.

IV. Director

- A. The Director serves as a non-voting member of the Honors Council; appoints student members to the Honors Council; executes recommendations of the Honors Council; administers the operation of the Honors Program; is appointed for a three to five year term by the Provost; reports to the Provost's designee.
- B. Selection of the Director of the Honors Program: The selection committee for the Director of the Honors Program shall consist of two faculty members elected by the Academic Senate and two representatives from the Honors Council and shall be chaired by a member of the Council of Deans other than the representative to the Honors Council. The recommendations of the selection committee shall be sent to the Office of the Provost.

V. Honors Program Review Committee

- A. Charge: The Honors Program Review Committee shall be charged with conducting an evaluation of the University Honors Program every seven years. The University Honors Program shall be evaluated using a subset of program review criteria appropriate for the Honors Program.
- B. Membership: Honors Program Review Committee shall be composed of faculty members of the Honors Council, one student; and the Director of the University Honors Program, *ex officio*, non voting.

Approved by the Academic Senate: February 3, 1976

Amended: 10/11/77, 9/4/79, 4/19/83, 5/3/83, 1/22/85, 10/22/85, 11/19/91, 9/7/95, 3/11/97, 4/28/98, 2/19/02, 9/28/04. Honors Program Review Committee added to policy 3-15-02.

LEADERSHIP COUNCIL

Overview

The Leadership Council serves as the advisory and policy-making body for academic programs within the Leadership Institute. This includes being responsible for the development and administration of the by-laws required for interdisciplinary programs. The Leadership Council is a standing committee of the Academic Senate that provides oversight to the Leadership Advancement Scholarship Protocol and any interdisciplinary programs in leadership (e.g., a Leadership Minor). For interdisciplinary programs, the Council serves as the governing body required by the Curricular Authority Document. The Leadership Council has no responsibility for the programs of the Leadership Institute, other than the academic programs mentioned above, nor for supervision of the Director of the Leadership Institute.

I. Charge

- A. Recommend to the Academic Senate's curricular committees for approval:
 1. Proposals for additions, modifications, consolidations, and deletions related to the Leadership Advancement Scholarship Protocol.
 2. Proposals for creating, modifying or deleting majors, minors, concentrations or other university-wide academic programs pertaining to the study of leadership.
- B. Establish qualifications, responsibilities and selection procedures for faculty to teach courses in the programs under the Council's jurisdiction.
- C. Establish qualifications and make recommendations for advisors for the academic programs under its jurisdiction.
- D. Develop and implement student academic outcomes assessment plans for programs under its jurisdiction.
- E. Carry out regular reviews of the academic programs under its jurisdiction as established by the university.
- F. Provide, when requested, advice to the Director of the Leadership Institute on initiatives to provide leadership training, education, and development opportunities at the university, local, and state level.
- G. Collaborate with the Director of the Leadership Institute in overseeing the operations of the Leader Advancement Scholarship protocol.
- H. Provide assistance and advice to the Dean of Students on the selection of the Director of the Leadership Institute.
- I. Determine the responsible college for interdisciplinary majors and minors under its jurisdiction.

II. Membership

- A. The Leadership Council shall be composed of ten (10) members, with six (6) faculty elected through the usual Academic Senate process for three-year terms and two students. The Director of the Leadership Institute will appoint students in the spring semester for a one-year term commencing the following fall semester.
 - Six (6) faculty: At least three faculty members will be from those instructors who are teaching or have taught an L-designated Leader Advancement Scholarship Protocol course, an LDR designated course, or a course in a leadership interdisciplinary program, with preference given to those teaching such courses during their membership on the committee.

- Two (2) students
 - Director of the Leadership Institute, *ex officio*, non-voting
 - Vice Provost of Academic Affairs or designee, *ex officio*, non-voting
- B. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
- C. If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.

IV. Reporting

- A. The Council reports to the Vice Provost for Academic Affairs. The Vice Provost may function as the responsible dean for the interdisciplinary programs or may designate, with the Council's approval, the dean of another college for this responsibility.
- B. The Council's minutes are forwarded to the Academic Senate.
- C. An annual report is to be provided to the Senate. The report may include the demographics of students in the various programs, scholarship recipients, the success of the protocol, issues/concerns raised by students and other matters involving the leadership programs as well as the standard items for committee reports.

V. Council Chair

- A. The Council Chair will be a faculty member of the Council elected by its members. The chair will serve a one-year term but may be reelected.
- B. The responsibilities of the chair are to:
1. Coordinate the work of the Council as specified in its charge.
 2. Work with participating departments to coordinate the scheduling of courses in the programs under its jurisdiction.
 3. Ensure that affected departments and colleges are informed of and have the opportunity for input on curricular proposals that affect them.
 4. Coordinate the work of the Council with the Director of the Leadership Institute.
 5. Serve as the contact person and responsible authority for any interdisciplinary majors and minors under the jurisdiction of the Council.

VI. Leadership Council By-Laws

- A. By-laws must be developed and appropriate support provided before the proposed interdisciplinary Leadership Minor is implemented. The by-laws would address the following items, among others, as if the Council were a "department":
1. Objective of the program.
 2. Direct supervision of the program.
 3. Qualifications, responsibilities and selection procedures for faculty to teach courses in the interdisciplinary program.

4. Qualifications, responsibilities and selection procedures for faculty to coordinate internships that are part of the interdisciplinary program.
5. Qualifications and selection process for advisors for the program.
6. Process to handle student appeals (if this is needed).
7. Process for providing input on the selection of the Director of the Leadership Institute.

MASTER OF SCIENCE IN ADMINISTRATION (MSA) COUNCIL

Overview

The MSA Council serves as the faculty advisory and policy-recommending body for the (interdisciplinary) MSA. In performing its function, the Council should be concerned with the development of the curriculum and the evaluation of programs and policies pertaining to the MSA program both on- and off-campus. It also has the primary responsibility for the quality of the program offerings, as well as faculty selection related to core courses and student requirements. Along with the MSA Director, the MSA Council is responsible for the coordination of the delivery of the MSA programs with the Professional Education Services (ProfEd / Off-Campus Programs).

I. Charge

- A. The MSA Council shall recommend to the Graduate Committee for approval:
 1. New courses, course deletions, course modifications and other curricular issues.
 2. Additions and deletions of course requirements; modifications of degree requirements.
- B. The MSA Council shall be the final review authority of all MSA grade grievances.
- C. The MSA Council shall serve as the review body for all student academic dishonesty cases referred by the dean of the College of Graduate Studies.
- D. The MSA Council shall review and approve criteria for MSA faculty (note: this covers only MSA-designated courses).
- E. The MSA Council shall review with the MSA Director the annual operating budget of the on-campus MSA program.
- F. The MSA Council shall elect officers consisting of a chairperson and a secretary, both to serve one-year terms.

II. Membership

- A. The MSA Council consists of 11 members. The Committee on Committees will recommend candidates for all these faculty positions to the Academic Senate, which will elect faculty to the positions. All candidates must be members of the graduate faculty. Members will be elected for three-year staggered terms. The student term will be one year.
 - Four faculty from the departments most heavily involved in the program. No more than one member shall come from the same department. "Involved" departments shall be those departments that have the largest number of MSA students (both on- and off-campus) enrolled in their courses.
 - Three additional faculty, one of whom should be from the College of Business Administration and two from the university at large.

- On-campus MSA faculty member(s), appointed to full-time MSA positions, *ex officio* (ineligible to serve as chair).
 - One MSA student, elected by the Academic Senate.
 - MSA Director, *ex officio* (ineligible to serve as chair).
 - Vice President/Executive Director, ProfEd/Off Campus Programs or designee, *ex officio* (ineligible to serve as chair).
- B. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
- C. If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.

III. MSA Director

- A. The MSA director shall report to the dean of the College of Graduate Studies.
- B. Selection of director: The graduate dean is responsible for impaneling a committee to review and recommend candidates for the position. The selection committee should include at least three members of the MSA Council (one of whom should be the ProfEd representative). Candidates for the position of MSA Director must have an academic background in an area relevant to the MSA degree. Recommendations of the selection committee shall be sent to the dean of the College of Graduate Studies.
- C. The Provost, upon the recommendation of the Graduate Dean, appoints the MSA Director for a three-year term.
- D. Reappointment decisions will be made by the provost, upon the recommendation of the dean of the College of Graduate Studies and the MSA Council.
- E. The MSA Director is responsible for the day-to-day operation of both the on and off campus programs following guidelines established by the university and the MSA Council.

IV. Program Review

- A. The MSA program is subject to review by both the Board of Visitors and the Program Review process at the University. The MSA Council receives, reviews, and acts upon all findings and recommendations.

UNDERGRADUATE EXTENDED DEGREE PROGRAMS COUNCIL

Overview

Undergraduate Extended Degree Programs Council (UEDPC) serves as the faculty advisory and policy-recommending body overseeing all external undergraduate extended degree programs offered by Professional Education Services (ProfEd / Off-Campus Programs) wherever they originate and are housed on campus. In fulfilling these functions, the Council shall be responsible for making academic decisions and setting related policies in consultation with appropriate departments. Included are such roles as liaison activities with the University faculty, advisory responsibilities, and the formation of subcommittees and study groups. Actions related to Academic Senate policy should be forwarded to the appropriate Senate committee(s) of the Academic Senate.

I. Charge

- A. Consider and recommend to the Undergraduate Curriculum Committee new curricular proposals and revisions to existing programs that are either
 1. Initiated by the UEDP Council itself, or
 2. Are initiated by ProfEd / Off Campus Programs and are not housed in any on-campus department or are interdisciplinary and offered only by ProfEd / Off-Campus Programs.
- B. Receive and review all ProfEd quality control reports relative to external undergraduate degree programs, including CMU program review documents and oversee the academic quality of all external undergraduate programs through a systematic, scheduled review.
- C. Ensure that all program directors or units housing programs carry out student outcomes assessment according to the requirements of the Senate's Assessment Council and oversee use of the findings to improve those programs.
- D. Ensure that all Board of Visitors' recommendations regarding undergraduate matters are implemented.
- E. Publish the Council's minutes in the senate, and report annually to the senate on its program quality control and student outcomes assessment oversight.
- F. Handle all grade grievances referred by the VP/Executive Director for ProfEd / Off Campus Programs.
- G. Promote greater understanding of ProfEd / Off-Campus Programs and its programmatic distinctiveness within the senate and the on-campus community.
- H. Ensure that ProfEd / Off Campus Programs strictly adhere to the standards and guidelines for the use of new technology for distance learning.
- I. Oversee the granting of on-campus prior learning credit. It will review and act on departmental and college practices and policies to ensure appropriate uniformity across

the university, provide information on prior learning developments, and encourage on-campus student access to prior learning credit opportunities.

II. Membership

- A. The council will consist of 14 members. Representation on the Council should reflect the broad spectrum of baccalaureate interests on this campus. Faculty members shall have experience in ProfEd or come from departments that have ProfEd programs and be nominated by the Committee on Committees and elected by the Senate. Terms of the Senator and the UCC member shall end when their respective terms on the home committee ends; (2) Members nominated by the Committee on Committees may serve two three-year terms at the discretion of the UEDPC members. Membership will include:
- One (1) faculty Senator (elected by the Senate)
 - One (1) faculty member from each college: Business Administration, Communication and Fine Arts, Education and Human Services, Health Professions, Humanities and Social and Behavioral Sciences, Science and Technology
 - One (1) member of the UCC (elected by the UCC)
 - Two (2) Provost designees: one for curriculum and instruction and one with community college liaison experience, both *ex-officio*, non-voting
 - VP/Executive Director ProfEd / Off Campus Programs, *ex-officio*, non-voting
 - Director of Undergraduate Extended Degree Programs, *ex-officio*, non-voting
 - Member of the Prior Learning Assessment Team (PLAT) selected by the team, *ex-officio*, non-voting
- B. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
- C. If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.

APPENDICES

APPENDIX A

DEFINITIONS OF TERMS

One goal of the Curricular Authority Document is to foster communication across the University. In order to facilitate this communication the academic community has adopted the following definitions.

Academic Programs: structured ensembles of courses and/or requirements designed to achieve significant educational outcomes.

Concentration (Graduate): a distinct choice within a degree described in the *Graduate Bulletin*. The Graduate Committee must approve degree requirements for an area of concentration. A student may not earn additional master's degrees on a different area of concentration within the same department. All areas of concentration will be placed on the student's permanent record. Departments or other planning units wishing to change other descriptive words--for example, career area, curricular area, etc. to area of concentration--must have the approval of the Graduate Committee.

Concentration (Undergraduate): a distinct and specialized program of study authorized within a student's major. A minimum of twelve hours is required for an undergraduate concentration. All concentrations will be listed on a student's transcript.

Degree requirements: courses or combinations of courses in which a student must earn credit in order to receive a particular degree (BA, BAA, BFA, BS, etc.). For purposes of this document, courses required for the General Education Program or to earn a particular major or minor are not considered to be degree requirements. (Those listed for Engineering Technology Majors for the Bachelor of Science in Engineering Technology Degree form an exception.) Courses considered degree requirements are those listed individually by designator and number on the pages of the university's graduate and undergraduate bulletins that specify degree requirements for a particular degree. Courses in these lists may be required without exception for a particular degree or may be one of a series of options from which a choice is required.

Graduate Certificates: a collection of 15 to 18 credit hours that are processed in the same way as graduate program proposals.

Field Work: activities performed outside the classroom, library, studio, or laboratory as part of a university course.

Independent Study: the in-depth study of a topic for credit under the direction of a faculty member who, together with the student, designs the format of the study and supervises the work.

Interdisciplinary Major: an undergraduate major that consists of a minimum of thirty-six (36) semester hours of courses, specified by two or more disciplines, and governed by an interdisciplinary council.

Interdisciplinary Minor: an undergraduate minor that consists of a minimum of twenty-four (24) semester hours of courses, specified by two or more disciplines, and governed by an interdisciplinary council.

Internship: supervised work for university credit in which a student assumes responsibilities and carries out the activities of an employee.

Major: an undergraduate major consists of a minimum of thirty (30) semester hours.

Minor: an undergraduate minor consists of a minimum of twenty (20) semester hours.

Option: a distinct choice within a degree described in the *Graduate Bulletin*. The Graduate Committee must approve degree requirements for an option. A graduate student may earn additional master's degrees within a discipline on different published options. All options completed will be placed on the student's permanent record. Departments or other planning units wishing to change other descriptive words--for example, area of concentration, career area, curriculum area, etc. to option--must have the approval of the Graduate Committee.

Practicum: a credit course that combines classroom and field activities under the supervision of an instructor.

APPENDIX B

CURRICULAR FORMS AND POLICIES

Course-Related Proposal Form (Green Form)

Guidelines for Completing Rationale Statement on Course-related Proposal Form

University Program Course Proposal Form (Goldenrod Form)

Modification of Existing Program Proposal Form (Pink Form)

New Program Proposal (Blue Form)

Interdisciplinary and Interdepartmental

Policy on Student Learning Outcome Assessment

COURSE-RELATED PROPOSAL FORM
(Green Form)

Date:

Current Course:

Desig. #

SENATE CURRICULAR COMMITTEE APPROVAL

<input type="checkbox"/> NEW COURSE	<input type="checkbox"/> NUMBER CLEARED WITH REGISTRAR	<input type="checkbox"/> CR/NC ONLY

<input type="checkbox"/> MASTER COURSE SYLLABUS REVIEW		
<i>Attach unaltered SAP Report; indicate affected departments informed of review/changes</i>		

<input type="checkbox"/> COURSE CHANGE: Check all that apply.		
<i>Attach unaltered SAP Report; indicate affected departments informed of review/changes</i>		
<input type="checkbox"/> Course Objectives	<input type="checkbox"/> Prerequisites/Co-requisites	<input type="checkbox"/> Course Level (cleared with Registrar)
IMPLEMENTATION: <input type="checkbox"/> Fall, 20 <input type="checkbox"/> Spring, 20 <input type="checkbox"/> Summer, 20		

COLLEGE LEVEL APPROVAL

<i>Attach unaltered SAP report; indicate affected departments informed of change</i>	
<input type="checkbox"/> Change Designator	<input type="checkbox"/> Change Course Number (cleared with Registrar)
<input type="checkbox"/> Change Title	<input type="checkbox"/> Change Number of Credits
<input type="checkbox"/> Change Distribution of Hours	<input type="checkbox"/> Change Bulletin Description
<input type="checkbox"/> Change Grading Status from/to CR/NC only	<input type="checkbox"/> Change in Delivery Format
<input type="checkbox"/> Deletion	<input type="checkbox"/> Change in Recommended course/experience
<input type="checkbox"/> Other: Briefly explain	
IMPLEMENTATION: <input type="checkbox"/> Fall, 20 <input type="checkbox"/> Spring, 20 <input type="checkbox"/> Summer, 20	

I. Bulletin copy. Complete this section for new courses or if the Bulletin copy is being changed for an existing course.

Desig. #	Full Title	Credits**	Cross Ref.
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Credits**: format to include number of credits, offering mode; for example 3(3-0)

Title Abbreviation. (New course or course title change only – 40 characters and spaces or fewer.)

Bulletin Description (25 words or fewer):

Prerequisite(s):

Pre/Co-requisite(s):

Co-requisite(s):

Recommended:

II. RATIONALE FOR REQUEST

A rationale statement **must** address the following:

1. What led to the development of the proposal? If this is a **MCS review**, specifically, what was reviewed and revised?
2. What is the role of the course in the curriculum?
3. For whom is the course intended?

III. GRADING STATUS (must be completed):

- CR/NC only
 Letter Grade only
 Letter Grade with CR/NC option

REMINDER: Once **the MASTER COURSE SYLLABUS** is approved through the curricular process an electronic version **must be sent** to the Academic Senate office for posting.

	DEPT/SCHL/ COUNCIL/COMMITTEE	COLLEGE	GEN. ED.	PECC	UCC	GPC	OTHER
Approved:							
Denied:							
Referred:							

***Guidelines for Completing Rationale Statement
on
Course Request Form***

The following guidelines are intended for use by those involved in preparing and/or reviewing new course and course change proposals. These guidelines are not intended as rules that must be strictly followed or satisfied, but rather as general guidelines that describe the expectations in determining the adequacy of a rationale statement. (See Part IV. Course Request Form.)

* * *

The rationale statement is a justification for a new course or a change in an existing course. All rationale statements must explain why the change or addition is necessary.

Members of curricular review bodies may be seeing this proposal for the first time and are required to pass judgment on the content. Thorough course rationales that go beyond describing the course and justifying the value of the addition or change are thus very useful. Addressing these issues in the rationale statement increases the probability of reviewer endorsement and movement of the proposal more expeditiously through the curriculum process.

Thus, rationale statements for course additions and changes must address the following:

1. What led to the development of the proposal? If this is a **MCS review**, specifically, what was reviewed and revised?
 - Describe the evidence that led to this proposal.
 - MCS Review, explicitly describe what sections of the MCS were reviewed and revised.

2. What is the role of the proposed course addition or course change in the curriculum?
 - Describe how this course is related to other courses in the curriculum (e.g., required, elective, general education, service to a specific department or program)
 - Address any potential content overlap with other courses in the university curriculum.

3. For whom is the course intended?
 - Describe the primary and secondary audiences for whom the course is intended (e.g., all students of a certain level or kind, selected students in specific majors, minors in particular in disciplines, etc.).
 - Explain the level/number of the course in relation to the level or category of students for whom the course is intended.

Approved by the Academic Senate 12/12/00
Editorial revisions by Ad hoc CAD Committee 5/8/02

UNIVERSITY PROGRAM COURSE PROPOSAL FORM
(Goldenrod Form)

Course Designator and Number _____ Department _____
 Course Title _____
 Prerequisites, if any _____
 Instructor(s) _____

Group and Subgroup in which inclusion is requested _____
 New or existing course? _____ If existing, are any changes in title, level, etc. in process? If so specify:

If an exception to the rule requiring instruction by persons of faculty rank and doctoral students on teaching assistantships who have been granted admission to candidacy for the doctoral degree is being requested, check the box in the left margin and attach a rationale for the request.

Signature(s) of Instructor(s) is required	Date	Faculty	Doctoral Student?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Dept. Chairperson's Signature _____ **Date** _____

**MODIFICATION OF EXISTING PROGRAM
PROPOSAL FORM**
(Pink Form)

DATE:

Department/School or Council:

College:

Item and Title to Change:

- Degree:
- Major:
- Minor:
- Interdisciplinary Major:
- Interdisciplinary Minor:
- Graduate Program:
 - Option:
 - Concentration:
 - Certificate:

PROPOSED SEMESTER FOR IMPLEMENTATION:

- Fall, 20 Spring, 20 Summer, 20

1. Affected department(s)/school(s) or council(s):

Department(s)/schools or council(s) notified:

2. Attach SAP Report. Use strikethroughs to illustrate deleted text and **BOLD to display new text** to display proposed *Bulletin* copy.

	DEPT./SCHL COUNCIL/COMMITTEE	COLLEGE	GEN. ED.	PECC	UCC	GPC	SENATE	OTHER
Approved:								
Denied:								
Referred:								

II. Rationale for change(s).

Provide a justification for the change as it relates to the entire program and briefly summarize the nature of each requested change. Provide direct, indirect and/or supporting evidence as it relates to the program learning outcomes, potential impact on students, and the time to graduation.

Central Michigan University
NEW PROGRAM REQUEST
(Blue Form)

Date _____

 College

 Department(s)/Interdisciplinary Council

New Program*

_____ Degree** _____

_____ Major (Indicate concentration, if any _____

_____ Minor _____

_____ Interdisciplinary*** _____

_____ Graduate Program _____

_____ Graduate Option _____

_____ Graduate Concentration _____

_____ Graduate Certificate _____

* All new degrees, majors, teaching majors and minors and graduate programs must be submitted to the Presidents Council of State Universities of Michigan (PCSUM) for review.

** New degree requires Board of Trustee approval, then review at PCSUM

***See Interdisciplinary Program Guidelines

Implementation: Fall 20__ Spring, 20__ Summer, 20__

	DEPT./SCHOOL COUNCIL/COMMITTEE	COLLEGE	APC	PECC	UCC GC	SENATE	BOARD OF TRUSTEES	PCSUM
Approved:								
Denied:								
Referred:								

I. CRITERIA FOR EVALUATION (See New Program Proposals)

- 1) The program supports the mission and goals of the institution.
- 2) There is a need (market and/or disciplinary) for the program.
- 3) There is evidence of the potential for a high-quality program.
- 4) There is evidence of student interest and that the program will attract quality students.
- 5) There is a plan for the ongoing assessment of student learning and the evaluation of the need for and feasibility of the program.
- 6) There is evidence that the faculty can provide a quality experience for students. Attach resumes from the Online Faculty Information System (OFIS).
- 7) There are financial resources required to support the program. (Include a five-year budget projection to include revenue, costs including faculty and staff, anticipated enrollment)
- 8) There are additional resources to adequately support the new program.
- 9) For programs which are offered electronically, there is evidence that the program complies with *Best Practices for Electronically Offered Degree and Certificate Programs* by North Central Association.

II. PROPOSED BULLETIN COPY *(also include program overview/description and Admission, Retention and Termination Standards)*

SYNTAX GUIDELINES FOR PREREQUISITES, PRE/CO-REQUISITES, CO-REQUISITES, RECOMMENDED

The Syntax Guidelines illustrate examples to follow for displaying the intended requisite and/or recommended courses and/or requirements in curricular documents.

ONLY IMMEDIATE PREREQUISITES SHOULD BE LISTED UNLESS THERE IS A COMPELLING REASON TO LIST PREREQUISITES TO PREREQUISITES.

A. FORMAT: USE OF DESIGNATOR, PUNCTUATION, PHRASES, AND STATEMENTS

- 1. Designators:** Use at the beginning of each multiple set of courses/requirements with same designator. Courses should be listed in ascending numerical order, when possible.
Examples: ART 105, 115
PHY 145, 175; EGR 251, 253, 255
- 2. Comma:** Multiple courses/requirements should be listed separately with a comma.
Examples: CDO 230, 278, 335
MKT 310, 330, 450; Admission to the Professional Business Studies or listed on a signed major or minor.
- 3. Semi-colon:** A semi-colon should be used to separate compound courses/requirements from other courses/requirements.
Examples: CPS 181; STA 282 or 382
ART 105, 115, 215; Admission to the Teacher Education Program
- 4. Use of “or”:** To separate alternative courses/requirements.
Examples: MTH 107 or 132 or 217
AMD 241, 345, 355; or graduate standing
MTH 116 or 130; MTH 216 or 132; STA 282 or 382; BIS 221; 56 credit hours completed; Admission to the Professional Business Studies or listed on a signed major or minor.
- 5. Use of “one of”:** Used to indicate choice between more than two alternatives.
Examples: BIO 208; One of: BIO 101, 105, 110
BIO 203 or 128; 208; One of: BIO 101, 105, 110; One of: CHM 120, 127, 342 or CHM 131, 132 or CHM 161
- 6. Qualifying phrases:** Clearly indicate modifying phrases as associated with each course/requirement.
Examples: BCA 210, 223, 311 all with a C or better.
SPE 126 with a C or better; SPE 322, 323 with a C+ or better; PSY 310.

7. **Advisory statements:** Advisory statements should appear at the end of the course description before the prerequisites/co-requisites/recommended. An advisory statement should be brief. The statement is not part of the 25 words or less required as the content statement in the *Bulletin* description.

Examples: GRN 430: Multiple theoretical perspectives. Identical to WST 430. Credit may not be earned in more than one of these courses. Prerequisite: GRN 247 or PSY 325 or HSC 390.

IND 433: Application of internships... To be taken immediately following IND 438. Prerequisite: IND 438.

B. CLARIFICATION

1. **Permission of Instructor – use as a prerequisite ONLY!**

Use only when required to block students from registering for a course. Students must seek a bump card in order to register for the course.

2. **Pre/Co-requisite.**

The student has already completed the course/requirement or is enrolling concurrently.

3. **Co-requisite. (Do not use “concurrent enrollment in”)**

Course or other requirements must be taken concurrently with a particular course.

4. **“Or Graduate Standing.”**

Use only with 500 level courses. Permits graduate students without CMU’s undergraduate requirements to register for the course. Justification must be supplied at the time the course is approved if the decision by the department is not to include the statement.

5. **Do Not Use: “Or permission of instructor.”** It is understood that students may contact the faculty member for permission to register for the class (with a bump card) without meeting the prerequisites or co-requisites.

6. **Do Not Use: “Or equivalent.”** It is understood that students may contact the faculty member for evaluation of equivalent coursework for permission to register for the class (with a bump card) without meeting the prerequisites or co-requisites.

7. **Do Not Use: “and” or parenthesis ():** Use appropriate format as above in I.A-G.

C. EXAMPLES - as Course Description would appear in the *Bulletin*.

1. BLR 330 Real Estate Law 3(3-0)

The fundamentals of the law relating to land ownership and use, including possessory and non-possessory rights and interests in land. Prerequisites: BLR 202 or 235

2. PTH 636 Examination and Diagnosis II 2(1-2)
Theory, concepts, and procedures central to examination and diagnosis of patients with dysfunctions or disabilities involving the musculoskeletal system, with laboratory practice in selected measure. Prerequisite: PTH 635. Co-requisite: PTH 646
3. HST 343 History of Paris 3(3-0)
This course addresses key moments in the history of France's capital from an interdisciplinary perspective. Recommended: Any European history and/or French literature/culture courses.
4. IND 437 Interior Design Studio IV: Contract 3(1-4)
Application of visual, conceptual and functional design processes in the design and space planning of commercial and public spaces. Prerequisites: IND 334, 339, 436. Pre/Co-requisites: IND 434
5. ACC 250 Introduction to Financial Accounting 3(3-0)
Overview of how a business functions through the generation and interpretation of accounting data. Prerequisite: Admission to Professional Business Studies. Recommended: MTH 107 or 132 or 217
6. PSC 326 Women and Politics 3(3-0)
This course will look primarily at empirical studies of women's role in politics in the U.S. but also in other contexts. Identical to WST 326. Credit may not be earned in more than one of these courses. (Group IV-A)
7. GEL 321 Petrology 4(3-3)
Genesis and evolution of igneous and metamorphic rocks. Identification, description of hand samples and thin sections emphasizing petrogenesis. Optical mineralogy of common rock-forming minerals. Field trip fee required. Prerequisite: GEL 290, 310. Pre/Co-requisite: CHM 132 or 161

INTERDISCIPLINARY AND INTERDEPARTMENTAL PROGRAM GUIDELINES

I. Interdisciplinary Programs

Interdisciplinary programs are curricula that have significant coursework from more than one discipline and are not under the control of a single department. Such programs may be majors, minors, graduate programs, degrees or specialized protocols. A council made up of representatives from the disciplines that make up the program coordinates these programs. The council has a person in charge (director/chair), and is governed by a set of bylaws. The interdisciplinary council takes responsibility for student recruitment and advisement, academic program reviews, student academic outcomes assessment, assuring that program courses are offered and staffed, and program compliance with university curricular procedures.

Interdisciplinary programs use ‘interdisciplinarity’¹ to develop a greater understanding of a field of study that is too complex or wide-ranging to be understood with using the knowledge and methodology of just one discipline. The foundation of ‘interdisciplinary’ is the interchange of perspectives that occur in balancing depth, breadth and synthesis² within the curriculum, pedagogies, assessment and faculty development.

The decision to designate a program as interdisciplinary is at the discretion of the unit or units proposing the program. Not all programs that require courses from more than one department are classified as interdisciplinary. The department chairs from each of the departments cooperate with the council in course scheduling and staffing. There are two types of interdisciplinary programs at CMU: cooperative and freestanding.

- Cooperative program. Required courses in the minor, major, graduate program or degree come from two or more separate academic departments.
- Freestanding program. Courses may bear a designator unique to the program (e.g., WST for Women's Studies) that may or may not be cross-listed with courses in particular departments. The faculty that teach those courses which are not cross-listed generally do so under released time and/or compensation arrangements with their home departments.

Establishing a New Interdisciplinary Program

A group of faculty from different departments who wish to develop the program initiates proposals for interdisciplinary programs. The proposals go through three stages: endorsement, approval, and implementation.

¹Interdisciplinarity is “the bringing together of distinctive components of two or more disciplines in research or education, leading to new knowledge which would not be possible without this integration.” Nissani. *Journal of Educational Thought*, 1995.

²Depth fosters the necessary disciplinary, professional and interdisciplinary knowledge. Breadth leads to a multidisciplinary variety of perspectives. Synthesis fosters integrative process and construction of a holistic perspective that is greater than the simple sum of its part. Klein and Newell, *Advancing Interdisciplinary Studies* in Jerry Gaff and James Ratcliff, *Handbook of the Undergraduate Curriculum*.

Endorsement

The first step in the process is the endorsement of the two or more departments and of an appropriate academic dean. For departments from different colleges, both college deans should be consulted, although a single dean is designated as the “responsible” dean. Participating departments send supporting letters and copies of minutes to the academic dean. This endorsement must be included with the proposal documents.

Curricular Approval

The establishment of an interdisciplinary program proceeds through the appropriate steps as described in the section on New Program Proposals. Approval must be obtained from the Academic Planning Council, the provost, the appropriate senate curricular review committee(s), and the Academic Senate. If a new course designator is being created or any new courses have been developed, the request for the designator, the Course Request Form (green) and Master Course Syllabi must be submitted to the appropriate curricular bodies as outlined in the Curricular Authority Document (<http://academicsenate.cmich.edu/CAD.htm>). The designator approval and new courses that will become part of the proposed program must progress through the curricular process prior to the proposed program.

Curriculum Design. Interdisciplinary programs must include a capstone experience. Units are strongly encouraged to also include an introductory overview course or seminar course early in the program course sequence to introduce students to interdisciplinary thinking, unless there are sound reasons not to do so.

Establishment of a Council: A council must be established prior to the submission of program documents to the appropriate senate curricular committee. There must be provision for a governing council that is representative of the multiple departments in the program and functions or proposes to function in a manner similar to an academic department in overseeing and nurturing the program. This council is responsible for carrying out any curricular changes, student learning outcomes assessment and program review functions, as well as assuring that program courses are offered and staffed. Membership on the council and its functioning are defined by a set of bylaws that address the topics below. These bylaws must be approved by the council, all affected unit deans and the “responsible” dean. The original document is housed in the office of the “responsible” dean with copies distributed to the council and the Office of Academic Affairs.

Student Learning Outcomes Assessment: The council must submit the student learning outcomes assessment plan to the Assessment Council as outlined in the program proposal flow chart.

State Review: Upon approval of the Academic Senate, new majors and concentrations go to the Academic Officers of the Presidents’ Council, State Universities of Michigan, for review. The Office of Academic Affairs manages this process.

INTERDISCIPLINARY COUNCIL DESIGN FOR BY-LAWS

A council's by-laws must address the following:

1. Council Charge

The charge must be clear and complete, including provisions for:

- Designating participating departments;
- Establishing a process by which curricular changes are developed and approved;
- Devising curricular proposals that are then routed to (a) the relevant colleges, with notice to the participating departments, (b) the Master of Science in Administration (MSA) Council when proposal relates to the MSA degree, or the Undergraduate Extended Degree Program Council (UEDPC) when a proposal relates to an undergraduate extended degree program, (c) the Professional Education Curriculum Committee (PECC) when the proposal relates to a professional education program, and (d) either the Undergraduate Curriculum Committee (UCC) or the Graduate Committee (GPC), as appropriate;
- Establishing qualifications and recommending advisers to the program director or council chair;
- Establishing responsibilities, qualifications and search procedures for selecting a program director or council chair;
- Recommending a program director, coordinator and/or council chair to the appropriate dean;
- Establishing student requirements;
- Creating program procedures and guidelines and overseeing that they are carried out, including those for program review and student outcomes assessment.
- Establishing council procedures for recommending changes in the interdisciplinary status and/or administrative structure of the program if either situation were to arise.

2. Council Membership

Each program shall have a council that may include:

- Knowledgeable and/or interested faculty, including perhaps faculty members from each of the departments that offer courses. These might be volunteers or selected by the relevant departments.
- A program director and/or council chair who is responsible for the effective implementation of the program.
- Student(s) involved in the program, appointed by the program director and/or council chair;
- Other interested parties.

3. Program Director, Coordinator or Council Chair

Each council shall have a program director, coordinator and/or council chair that is responsible for the effective implementation of the program.

The by-laws should define:

- The role of the program director, coordinator and/or council chair;
- The responsibilities, qualifications and search procedures for selecting and

- recommending the program director, coordinator and/or council chair;
- The term of office(s);
- The reporting relationship of the program director, coordinator and/or council chair to the relevant dean;
- The relationship of the program director, coordinator and/or council chair to the council.

4. Program Review Procedures

5. Student Academic Outcomes Assessment Procedures and Responsibilities

6. Faculty Involvement

Faculty who teach in the interdisciplinary program should meet periodically to advise the council.

Management of Interdisciplinary Programs

Funding: The Academic Planning Council will review New Program proposals and make recommendations to the Provost. Requests for funding beyond any commitments by the college or provost, are made by the Provost to the University Budget Advisory Council, which makes recommendations to the president.

Administrative Support: The office of the “responsible” dean will serve as a repository for official records and information concerning interdisciplinary programs, such as the cooperating departments and deans, the program's primary adviser(s), the program council's by-laws, as well as the names of the program director or council chair and council members. Upon request, the Office of Academic Affairs will assist programs with the proposal process and the development of bylaws and assessment plans.

Communication: It is essential that there be communication between interdisciplinary councils and appropriate departments, colleges, and deans. Council directors and deans in particular need to be advocates for the programs within the college and campus. It is recommended that deans consider inviting directors, particularly of the larger interdisciplinary programs, to participate as members of the Dean’s Advisory Council.

Curricular Changes: Once a program is established, modifications of courses, designators or other aspects of interdisciplinary curricula should be forwarded through the curricular process by the program council, according to the provisions of its bylaws.

Discontinuation: For existing programs, requests to remove the program from status as an interdisciplinary program should emerge from the program council, after consultation with the affected departments. A recommendation to discontinue the program must be voted on by the interdisciplinary council and by all participating departments and be sent through the curricular process beginning with the UCC or Graduate Committee as a publication item. The deletion of majors and concentrations will be announced to the Academic Officers of the Presidents’ Council, State Universities of Michigan.

In the absence of a viable program council or program, the Interdisciplinary Program Advisory Committee (see following section) may petition the Senate to delete the program or remove its status as an interdisciplinary program.

Interdisciplinary Advisory Committee

The Office of Academic Affairs will form an Interdisciplinary Advisory Committee of council representatives that is convened on an ad hoc basis to advise the provost on resource allocation and other interdisciplinary program issues.

In collaboration with the relevant dean(s) and council(s), this advisory committee will periodically review programs to evaluate their level of activity and conformance with these guidelines. Every spring semester, the advisory council will advise the Academic Senate Executive Board on the status of implementation, assessment, program activity, and related issues for interdisciplinary programs. The committee will formally petition the appropriate Academic Senate to delete inactive programs deemed unlikely to be reactivated and/or to remove the interdisciplinary designation from programs that are not operating in accordance with these guidelines.

II. Interdepartmental Programs

Interdepartmental Programs are majors, minors, graduate degree programs or specialized protocols cooperatively coordinated by two or in rare instances three departments, although one department will be identified as the “lead” department. They are governed by procedures and bylaws developed by the individual departments. The chairs of the involved departments officially commit, beginning in the academic planning and Senate curricular proposals, to shared ownership and responsibility for student recruitment and advisement, course scheduling and staffing, academic program reviews, student academic outcomes assessment, and program compliance with university curricular procedures.

Establishing a New Interdepartmental Program

A group of faculty from different departments who wish to develop the program initiates proposals for interdepartmental programs. The proposals go through three stages: endorsement, approval, and implementation.

Endorsement

The first step in the process is the endorsement of the two or more departments, the appropriate academic dean(s), with one department identified as the “lead” department. The involved academic departments must submit a letter of agreement that states that (1) the departments are jointly responsible for the program with the identified “lead” department, (2) it is agreed that any curricular changes must be approved by both cooperating departments, (3) the cooperating departments are jointly responsible for student learning outcomes assessment and program

review functions and how these will be administered, and (4) how any disputes will be resolved. Participating departments send supporting letters and copies of minutes to the appropriate academic dean(s). A formal proposal is then developed and submitted to the appropriate college curriculum committees for support. If supported by the committees and the deans, the deans will then take the proposal forward to the Academic Planning Council.

Approval

Approval must be obtained from the Academic Planning Council and the appropriate senate curricular review committee, including the Academic Senate.

Student Learning Outcomes Assessment. A student learning outcomes assessment plan must be submitted to the Assessment Council as outlined in the program proposal flow chart.

State Review: New majors and concentrations go to the Academic Officers of the Presidents' Council, State Universities of Michigan, for review prior to enrolling students. The Office of Academic Affairs manages this process.

Management of Interdepartmental Programs

Funding: The Academic Planning Council will review New Program proposals and make recommendations to the provost. Requests for funding beyond any commitments by the college or provost, are made by the Provost to the Budget Review Advisory Council, which makes recommendations to the president.

Administrative Support: The office of the "lead" department will serve as a repository for official records and information concerning the program. Upon request, the Office of Academic Affairs will assist programs with the proposal process and the development of assessment plans.

Communication: It is essential that there be communication between the appropriate departments, colleges, and deans.

Curricular Changes. Once a program is established, modifications of courses, designators or other aspects of the curricula must be communicated to all appropriate departments and reference to these changes should be noted in all affected department curricular minutes. It is the responsibility of the "lead" department to forward requested changes through the curricular process.

Discontinuation: For existing programs, requests to remove the program from status as an interdepartmental program should emerge from cooperating departments. A recommendation to discontinue the program must be voted on by all participating departments and be sent through the curricular process beginning with the appropriate departments, college curriculum committees and the UCC or Graduate Committee as a publication item. The deletion of majors and concentrations will be announced to the Academic Officers of the Presidents' Council, State Universities of Michigan.

POLICY ON STUDENT LEARNING OUTCOMES ASSESSMENT

Part I: General Policies and Principles

Student learning outcomes assessment is defined as the ongoing monitoring of the extent to which students are developing the knowledge, skills, beliefs, and attitudes that are appropriate for graduates of the respective academic programs. Assessment of student learning assists programs in defining course goals and outcomes. Assessment data provide information for faculty development of strong programs, effective curricula, and innovative teaching. In addition, student learning outcomes assessment assists units/programs, departments, colleges and the university in accreditation by providing evidence of quality teaching and learning.

The Academic Senate supports student learning outcomes assessment as a means of understanding and improving student learning. This policy reaffirms that the senate is committed to the central role of faculty in the assessment process and allowing academic programs flexibility to choose assessment methods that will be most useful and appropriate.

Assessment Information and Use

Assessment information shall be used by the department/unit doing the assessment to understand and improve student learning. Assessment may be at the departmental, program or institutional level. Assessment should be based on multiple direct and indirect measures, and activities shall be designed to identify both strengths and challenges.

The assessing department/unit decides what specific student learning outcomes are measured, the instruments and procedures for assessing student learning, and the process for sharing the data with stakeholders. Within this framework, both process (how we assess) and outcomes (what we learned) are important. The assessment of student learning is expected to stimulate, as appropriate, discussions among faculty (both regular and temporary) of program learning goals, program curriculum, and pedagogy as means to improve learning.

The raw data that result from assessment activities are retained by the assessing department/unit, and inclusion of such data in reports required by any university office or body will be at the department/unit's option. The findings that result from assessment activities, and the analysis that support those findings, are to be made available to the Assessment Council, reviewing bodies, and to appropriate constituencies including students.

Student learning outcomes assessment information may not be used for personnel decisions (except for information voluntarily provided by the individual), nor shall it be the primary criterion for resource allocation decisions. Assessment information provided by individuals or programs may be used only for self-comparative purposes and may not disclose information about other individuals or other programs/units at CMU. Other uses not contemplated in this statement may be proposed to the Assessment Council (see Assessment Council charge below), which will determine whether a proposed use is to be permitted or prohibited.

Assessment in Programs/Units

A positive culture of assessment requires the input of multiple stakeholders, especially faculty and students. Assessment is a collaborative effort that fosters effective student learning, curriculum enhancement, and program development. A positive culture of assessment should NOT be a punitive-oriented process for students, faculty, or programs/units. Reporting of assessment activities and how information gleaned from such activities has been used to improve programs will be required by the Assessment Council and as part of other activities (e.g., accreditation) that review the quality of academic programs. Student learning outcomes that have been approved by the Assessment Council shall be made available to students and faculty. For a list of approved student learning outcomes by programs included in this policy, <http://academicaffairs.cmich.edu/caa/assessment/program/database.shtml>.

Department/unit program review documents will include information on student learning outcomes assessment, including the learning outcomes, the approved assessment plan, the yearly summary reports, communications from the Office of Curriculum and Assessment based on the yearly summary reports of assessment activities, the department's/unit's overall synthesis of assessment results since its last review, and the implications of those results for the unit's future plans. No other assessment-related information will be required in program review documents. Departments/units may, however, choose to include additional assessment information in their program review materials as supporting documentation.

A number of different University bodies have responsibilities in learning outcomes assessment activities. These include the faculty and staff involved in offering the programs being assessed, the departments/units responsible for the programs, the Assessment Council of the Academic Senate, the Office of Curriculum and Assessment, the deans, and the provost and president.

Part II: Departments and Units

The faculty and staff closest to the delivery of programs are responsible for assessing their programs. Departments and units are, consequently, the principal assessing bodies at Central Michigan University. Programs offered through ProfEd and/or by a distance delivery format, as well as on-campus programs, will be assessed. The Assessment Council will adjudicate in cases where there is a dispute about whether a program should be assessed or a dispute about the correct assessing unit.

Programs that are assessed and the assessing units are as follows:

Program	Assessing Unit
Departmental Majors, designated Minors	Program faculty in the relevant department/unit and, where appropriate, the Undergraduate Education Degree Program Council
Graduate Programs department/unit	Program faculty in the relevant
MSA Program	MSA Council
Interdisciplinary Programs	Appropriate Interdisciplinary Council

General Education Program (including
University Program and Competency Courses)
Honors Program
Leadership Program

General Education Committee
Honors Council
Leadership Council

Assessment responsibilities of departments/units/interdisciplinary councils:

1. Develop unit assessment plans (including student learning goals and objectives, program standards and methods of measurement) and update the plans on a seven-year cycle;
2. Develop a structure within the unit (e.g., committees, coordinators) to help ensure that assessment activities will be completed in a timely manner;
3. Implement assessment activities according to established timelines (see below), which include developing an assessment plan for each program on a seven-year cycle.
4. Provide yearly summary reports on assessment activities, which need not cover all goals of the program annually, to the Office of Curriculum and Assessment (see below);
5. Review assessment plans and activities periodically to ensure that they are leading to program improvement;
6. Consider providing recognition and reward for assessment activities in department/unit by-laws, which may include credit in any of the three contractually recognized areas for personnel decisions (teaching, research, university service);
7. Provide regular feedback to department/unit faculty/staff on assessment activities, share assessment information with constituencies including students; and promote the “conversation among faculty/staff” of the implications of assessment for program improvement;
8. Provide regular feedback to students on assessment activities within departments and share with them, as appropriate, conclusions reached as a result of assessment activities;
9. Involve students in meaningful ways in assessment activities; and
10. Communicate to the Office of Curriculum and Assessment ways in which specialized accreditation requirements address assessment.

Part III: Assessment Council

The Assessment Council is a committee of the Academic Senate. The Membership and Charge are as follows.

A. Membership:

1. The Assessment Council shall be composed of 11 members:
 - Six faculty representatives, one each from the Colleges of Business Administration, Communication and Fine Arts, Education and Human Services, Health Professions, Humanities and Social and Behavioral Sciences, and Science and Technology, elected by the senate. Preference will be given to those with some expertise, experience, or interest in assessment
 - One representative of ProfEd, appointed by the Associate Vice President for ProfEd.

- One at large representative from any unit engaged in learning assessment, elected by the senate
 - One department chair, elected by the Council of Chairs
 - The Academic Senate Chair (or a designee appointed by the Chair from the faculty members on the Senate Executive Board)
 - The Director for Curriculum and Assessment, *ex officio*
2. Academic Senate policies on committee membership:
 - Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
 - If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.
 3. Chairperson:
 - A chairperson of the council will be elected from among the voting members of the Council. The chair will serve a one-year term but may be reelected.

B. Charge:

1. Develop learning assessment policies for Central Michigan University and recommend those policies to the Academic Senate for approval;
2. Develop a format for departmental and unit assessment plans and a format for reviewing and approving those plans;
3. Review and approve departmental and unit assessment plans and communicate to the units on the status of those plans;
4. Review and approve changes in departmental and unit assessment plans and communicate on the status of those changes;
5. Develop a format for the yearly summary reports from departments and units on assessment activities and review communications to the units from the Office of Curriculum and Assessment based on the yearly summary reports;
6. Review and approve requests for funding by units or individuals for assessment projects and professional development activities relating to assessment;
7. Assist in developing and maintaining the presence of assessment as a defining element of Central Michigan University, including recognizing faculty and units making significant contributions to learning outcomes assessment;
8. Help ensure that conversations about student learning and program improvement remain central to departments and units;
9. Provide advice to the Office of Curriculum and Assessment, including advice on official CMU publications and reports related to assessment (e.g., reports for external accreditation agencies); and
10. Recommend to the Academic Senate a process for the comprehensive evaluation of the university's assessment plan.

Part IV: Office of Curriculum and Assessment

The Office of Curriculum and Assessment (OCA) is a unit of the Office of the Provost, staffed by the Director for Curriculum and Assessment, as well as support personnel. The responsibilities of the Office of Curriculum and Assessment include:

1. Disseminate assessment-related information to the campus community, provide expertise, and support faculty development activities related to assessment;
2. Work with campus units to coordinate, as appropriate, opportunities for gathering information about student learning (including information on student retention, persistence and graduation);
3. Develop and communicate a timetable of due dates for departments' seven-year assessment plans, working to ensure that department/unit timelines for assessment activities coordinate with timelines for their program review and specialized accreditation;
4. Work with the Assessment Council in assisting those responsible for the development of assessment plans, such as department/program assessment coordinators, to develop assessment plans and other student learning outcomes activities (e.g., identifying student learning goals and outcomes);
5. Maintain records on the status of the development, modification and implementation of assessment plans by departments/units and to disseminate information based on these records in official CMU publications, web sites and reports (e.g., reports for external accreditation agencies). The OCA will make public departmental/unit assessment plans (including student learning goals and outcomes) when they have been approved by the Assessment Council;
6. Receive and evaluate yearly summary reports of assessment activities from departments and units, according to guidelines established by the Assessment Council. Copies of the reports and the communication will be mailed to the relevant dean's office as a means for keeping the college informed of department and unit assessment efforts;
7. Report to the Academic Senate yearly through the Assessment Council on the status on learning outcomes assessment at CMU;
8. Periodically evaluate the overall effectiveness of assessment policies and practices and report the findings to the Assessment Council; and
9. Serve as a resource for campus assessment activities.

Part V: Deans

The deans and their offices have the following responsibilities in learning assessment:

1. Foster a positive culture of assessment to facilitate learning in each college through activities such as hosting college-based discussions and faculty development programs about assessment and program improvement;
2. Construct a support structure for assessment within each college, which includes providing resources to assist departments and units with assessment activities; and rewards and recognition to units, faculty, and staff for assessment efforts, including support for by-law changes which credit assessment activities; and
3. Help coordinate competing deadlines so that the due dates for seven-year assessment plans receive appropriate priority.

Part VI: Provost and President

The Offices of the Provost and President have the following responsibilities in learning assessment:

1. Communicate to the campus the importance of learning outcomes assessment and that this is an institutional priority at CMU and essential to making CMU a student-focused

- learning community;
- 2. Ensure that adequate resources, including both funds and time, are available for assessment activities; and
- 3. Encourage appropriate recognition and rewards for those individuals and units engaged in significant assessment activities.

Part VII: Timelines

Unit assessment plans will generally establish a seven-year cycle of assessment activities. Efforts will be made to coordinate cycle timelines with program review and accreditation schedules to reduce duplication of effort whenever possible. Annual reports on each year's activities will be submitted to the Office of Curriculum and Assessment by October 1 of each year.

APPENDIX C

THE UNIVERSITY PROGRAM: A BASIC DOCUMENTS SET

OVERVIEW

General education at Central Michigan University has two components, University Program (UP) and Competency requirements. This document set refers only to the University Program portion of this program. Students must satisfactorily complete at least thirty hours of University Program courses in order to fulfill University Program requirements. At least three hours must be satisfactorily completed in each subgroup of each of the four University Program groups. Additional hours may be taken from any group. Competency requirements are described further in the *Undergraduate Bulletin*.

Gathered together here are the basic provisions which govern the University Program component, provisions enacted by the Academic Senate as amended. Prefatory to those provisions are two brief statements outlining the original intent of the University Program.

THE ORIGINAL INTENT OF THREE PROPOSITIONS

As the University Program took shape from 1975 through 1977, three fundamental propositions emerged.

First, coherence. The University Program is a program, a carefully structured ensemble of courses designed to introduce students to the content and methods of major fields of human knowledge. The UP's Group and Subgroup definitions are neither wholly subject matter in orientation, nor wholly methodological, but are a blend of both.

Second, representativeness. Each University Program course is presumed to be the only course taken by a student within a particular Subgroup. Therefore each course must be representative of the Subgroup within which it is found.

Third, completeness. Each course must stand alone as a complete and coherent statement, and must be explicitly informed by a central guiding principle.

Taken together, these three propositions - coherence, representativeness, and completeness - ensure that a student understands not only the central guiding principle of a course taken; not only how that course, and that principle, fit into the larger picture of human knowledge; but also, from the University Program courses taken collectively, what that larger picture looks like.

--General Education Council, October 1, 199

THE ORIGINAL INTENT: UNIVERSITY PROGRAM GROUP DEFINITIONS

No grouping or regrouping of specific named courses will guarantee a student a general education, particularly when only thirty credit hours of time are provided in which to do the job. Indeed, the objective of a general education is presumably not merely to convey a body of subject matter, but also to equip a student with the conceptual tools to place the information he or

she gathers during a lifetime into a meaningful perspective. With that view, the groups subject to definition (particularly humanities, natural sciences and social sciences) partake of a meaning deeper and richer than that defined simply by content. Instead, content and conceptual approach blend and inform one another. What differs, for example, in a philosopher's view of the twentieth century and a social scientist's, is not only the content of their observations, the kinds of questions they ask, but also the way in which the questions are asked and the use to which the information gained is put. Neither content nor concept alone are sufficient for defining the humanities, natural sciences and social sciences. Together, a rational, defensible and educationally sound division may be made. By reason of the above, group definitions were not primarily drawn with disciplines in mind. Indeed...academic units (generally based upon traditional disciplinary lines) may well find that their present course offerings fall within several categories, and may wish to propose courses for the program in several categories. However, it must be admitted that, as with any attempt to classify knowledge, the knife does not always cut perfectly cleanly. There seemingly will always be some boundaries of a vague and blurred nature, where reasonable persons may reasonably disagree...

--Letter of Transmittal
University Program Implementation Committee
to Academic Senate, February 15, 1977

GROUP DESCRIPTIONS AND LEARNING OUTCOMES

The University Program is divided into four groups, each with at least two subgroups. These groups and subgroups represent area and integrated studies and are defined below. In addition to a general goal of the University Program – that students in every class will be able to demonstrate skills in reading carefully, discussing cogently, and writing clearly about the facts and the interpretation of facts covered in these courses – each subgroup is organized around specific learning objectives, which are listed following the group and subgroup definitions below. Courses in a particular subgroup should adhere to these outcomes. (Note: It is possible that a course may not include *every* subgroup outcome, but it should strive to achieve a majority. Individual courses may also include specific outcomes in addition to those outlined here).

GROUP I - HUMANITIES

Historically, “the Humanities” has designated study of the classical Greek and Latin heritage; in polemical usage, it spoke for a strictly human, as opposed to supernatural or divine, standard for measuring and valuing human affairs. In current academic affairs, the term still carries both of these older significances: it expresses the importance of the study of cultural and artistic heritage; and it affirms the need for consideration of the human being *per se*, and only secondarily as measured by scientific or institutional standards. Therefore, as a group, the Humanities are defined as those areas of knowledge and study which examine and explore human experience and achievement, in order to attain a deeper understanding of the essential characteristics of the human condition.

Subgroup A. Human Events and Ideas

These studies involve concern with discerning coherence, order, meaning and significance in human events and ideas. The focus is upon substantial and significant aspects of human experience and upon the development of ideas and ideals. The subject matter may range from the examination of broadly general or universal propositions to the examination of human thoughts and actions in various contexts over a period of time.

By the end of Subgroup I-A, students will be able to:

- Demonstrate knowledge of significant figures, ideas, or movements that have shaped human experience and/or achievement in at least one area (literature, visual arts, philosophy, religion, music, and theatre) and place these materials in an historical, cultural, or intellectual context;
- Employ basic humanities methodologies to analyze, critically evaluate, and/or interpret issues, themes, literary or musical compositions, works of art, etc. from the domain of at least one humanities discipline;
- Engage in significant debates on issues in the humanities, demonstrating an ability to recognize diverse points of view.

Subgroup B. The Arts

These studies include a focus on the aesthetic dimension of human creative activity. Emphasis in these studies is placed primarily upon the development of aesthetic sensitivity, both intellectual and emotional, based upon critical analysis of the structure and the execution of works of art.

By the end of Subgroup I-B, students will be able to:

- Demonstrate an understanding of the aesthetic dimensions of artistic works and performances;
- Apply critical methodologies to the analysis and interpretation of artistic works and performances;
- Identify and explain the significance of major works and artists from a range of cultural, historical, and aesthetic traditions;
- Identify and explain the significance of key features or techniques characterizing major periods, genres, or traditions of art;
- Explain the relationship between artistic creations and their aesthetic, sociocultural, and historical contexts;
- Identify and interpret various ways in which the arts function in contemporary society.

GROUP II - NATURAL SCIENCES

As a group the natural sciences explore and examine natural phenomena in order to establish basic principles concerning the material universe. Its approach includes, but is not limited to, the observation, identification, description, experimental investigation and theoretical explanation of natural phenomena. To these ends the scientific method is crucial, providing as it does the rules for concept formation, conduct of observations and experiments, model-building and validation of hypothesis by empirical means.

Subgroup A. Descriptive Sciences

These studies represent an attempt to understand natural phenomena primarily through observation, description and classification. Complex systems are analyzed in terms of the function of each part and their relation to other systems. Categories are developed while preserving their interrelatedness.

By the end of Subgroup II-A, students will be able to:

- Describe the underlying principles involved in scientific inquiry;
- Make scientific observations and evaluate the quality of data collected to determine its significance and accuracy;
- Discuss observations and descriptions and make generalizations based on them;
- Describe and draw conclusions from general scientific principles;
- Apply scientific principles to daily living, including evaluating current issues in the media.

Subgroup B. Quantitative and Mathematical Sciences

These studies reflect attempts to understand phenomena primarily through experimentation, simplification, quantification and deduction. Simplified models of complex phenomena are used

to discover and establish fundamental principles. Mathematics statements concerning those models permit quantitative predictions.

By the end of Subgroup II-B, students will be able to:

- Describe the underlying principles involved in scientific inquiry;
- Solve scientific problems, applying all of the steps of the scientific method, including formulating questions and hypotheses, making scientific measurements, and making quantitative evaluations of the data collected to determine its significance and accuracy;
- Discuss collected data and make generalizations based on them.
- Describe and draw conclusions from general scientific and mathematical principles;
- Apply computational skills and scientific principles to daily living, including the evaluation of current issues in the media.

Specific Criteria.

1. Each course should stress scientific approaches and methodologies as well as subject matter.
2. The fundamental goal of each course should be to develop an understanding of basic science.
3. Lab Course Criteria:
 - a. At least 30 clock hours per semester must be spent in lab work for each hour of credit;
 - b. University Program standards are not satisfied by demonstration labs; students must carry out substantially all of the lab work;
 - c. Lab courses must demonstrate the same kind of methods as the Subgroup in which they are found.

GROUP III - SOCIAL SCIENCES

The social sciences are defined as those fields of knowledge and study which explore and examine the social dimension (and where appropriate the physical environment) of human life. In these studies an attempt is made to understand the behavior of individuals, groups, and institutions and where possible to establish scientifically- validated propositions.

Subgroup A. Behavioral Sciences

These studies involve a focus on the analysis of individual human behavior within society. Studies of such phenomena such as motivation, personality and perception are included.

By the end of Subgroup III-A, students will be able to:

- Recognize and explain the rudiments of the different methods used in the social and behavioral sciences;
- Recognize, explain and cite examples of the reciprocal influences between individuals and their social environments;
- Recognize and explain prominent characteristics of individuals that influence or are influenced by social environments;
- Recognize and explain prominent characteristics of social environments that influence or are influenced by individuals.

Subgroup B. Studies in Social Structures

These studies involve the analysis of social structures, their functioning, and their changes, whether processes of evolution, history, or conflict. These structures include social institutions, organizations, networks, and groups as well as the cultural elements upon which they rest. This area's major causal foci are social and cultural forces.

By the end of Subgroup III-B, students will be able to:

- Demonstrate a basic understanding of at least one major technique used in the analysis of social organization.
- Describe the structure, functioning, and patterns of change involved in at least one major area of social organization.
- Explain the process by which social and/or cultural forces shape some major aspect of social organization.
- Apply some basic concepts pertaining to the analysis of social organizations in the student's own social and/or cultural contexts or the context of participants in their own social organization.

GROUP IV –INTEGRATIVE AND AREA STUDIES

Group IV is divided into three subgroups, each of which has as its characteristic feature a type of subject matter that is more appropriately studied from a variety of perspectives.

Subgroup A: Integrative and Multi-disciplinary Studies.

In these studies there is an emphasis on the examination of an issue or a subject from an integrative or multi-disciplinary viewpoint, so as to expose complex relationships and interdependencies within the issue or subject and between it and other issues or subjects. The focus is upon the integration of approaches and methods. The course must address the assumptions that underlie the alternative approaches. The issues or subjects chosen must be recognizable as significant and of continuing interest. Courses in this subgroup must make students aware of the various methodologies needed for adequate study of the issue or subject. The following specific criteria are attached to Group IV-A:

1. The perspectives of the respective disciplines should be identified;
2. To satisfy the multi-disciplinary criteria, the methodologies themselves of the pertinent disciplines must be used, rather than simply drawing upon the data or conclusions of scholars or researchers in those disciplines;
3. The assumptions underlying each discipline's approach must be identified.
(Reference: Gen Ed Subcommittee, 10/5/00; Academic Senate 11/21/00)

By the end of Subgroup IV-A, students will be able to:

- Explain the value of the comparative perspective in an area of humanities (e.g., comparative literature), social science, or natural science;

- Describe the differences and similarities of at least two methodologies that apply to the content of the course taken;
- Analyze a social problem and distinguish how the different disciplines covered in the course taken would approach solving the problem.

Subgroup B: Studies in Global Cultures.

These studies involve exploration of significant geographical, cultural, or political units outside of the Anglo-American cultural tradition. The courses may be based in more traditional academic disciplines, and may require the student to become familiar with specific disciplinary methodologies; but their major goal should be to acquaint students with the fundamental and distinctive characteristics of the unit (s) under examination. Alternatively this subgroup may be satisfied by taking a course in foreign language which includes cultural study.

A course in global cultures explicitly includes but is not limited to a search for that which makes the unit or units under consideration a unity, i.e., the fundamental considerations linking those found within a geographical, political or cultural boundary and differentiating them from others outside that boundary.

(Reference: Academic Senate 12/12/01)

By the end of Subgroup IV-B, students will be able to:

- Describe the common features of a particular geographical, cultural, or political unit as well as the diversity within that unit;
- Define, discuss, and illustrate the cultural values (social, political, religious, economic, etc.) or systems of values of the geographic, cultural, or political unit(s) under study;
- Illustrate and discuss common perceptions and attitudes, including biases and stereotypes, concerning the particular geographical, cultural, or political unit(s) in question;
- Demonstrate how, with respect to a given geographical, cultural, or political unit, the past relates to the present (e.g. the French Revolution and contemporary French society) and the part to the whole (France and *la francophonie*);
- Describe and illustrate the contributions (e.g. religious, artistic, scientific, etc.) of the geographical, cultural, or political unit(s) under study to the world at large and/or to American culture in particular;
- Give evidence of an understanding of a cultural tradition other than one's own.
- For foreign languages, communicate and comprehend effectively in the target language at the level appropriate for the particular course.

Subgroup C: Studies in Racism and Cultural Diversity in the United States.

Courses in this category will focus primarily on one or more of the major groups which experience both racism and invidious discrimination in the United States, but may also include issues of gender, ethnicity, and sexual orientation. Such courses will at least:

1. emphasize the contributions of the group(s) to U.S. society;
2. consider the roots, behavioral and institutional manifestations and consequences of racism, discrimination and stereotyping; and

3. where appropriate, indicate the variation within the focus group. (References for IV.C: Gen Ed. Subcommittee minutes, 11/21/91; UCC minutes, 12/11/91; Academic Senate 1/14/92)

By the end of Subgroup IV-C, students will be able to:

- Demonstrate an understanding of the causes of racism and how stereotyping helps perpetuate racism and other forms of discrimination;
- Demonstrate knowledge of the history of at least one group that has experienced racism and invidious discrimination in the United States;
- Discuss the contributions to US society of at least one group that has experienced racism and how these contributions compare with or relate to the contributions made by other groups;
- Define and give examples of how past and present institutional racism and discrimination advantage some people while disadvantaging others;
- Where applicable to the course, discuss the similarities and differences of racism and one other form of discrimination based on gender, ethnicity, and sexual orientation.

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#### GUIDELINES FOR THE SELECTION OF UNIVERSITY PROGRAM COURSES

While any course offered under University Program Groups I, II, or III may be rooted in a particular academic discipline and may be taught from that perspective, each course so offered must be representative of its subgroup as well as of its own discipline. The fundamental assumption used by the course evaluation committee is that any course so offered is presumed to be the only course taken by a student in that subgroup. As a result, it is suggested that each course emphasize the following elements:

1. Techniques common to its discipline, and to the extent possible, those techniques common to its subgroup;
2. Value premises commonly recognized as arising from the various issues, theories and methodologies within the coverage of the course.
3. Limits of any single discipline's approach to the subject at hand.

Each course offered under the University Program, in addressing its own subject matter, must be a complete statement in and of itself. In Groups I, II, and III courses may not require specific course prerequisites. In the case of Group IV, submission of 300 and 400 level courses is encouraged and courses with prerequisites will be allowed.

Each course offered as part of the University Program must require a significant amount of meaningful writing. Courses may be exempted from the writing requirements if they are shown

to require equivalent amounts of computation or public speaking.

4. Each course offered as part of the University Program is expected to include a requirement where practicable, that students attend at least one relevant out-of-class university event and provide a report or reflection on that experience as one component of their grade. Instructors may select an appropriate event or events from lists provided each semester by sources such as campus calendar (<http://events.cmich.edu/>), the Office of Institutional Diversity (<http://www.diversity.cmich.edu/mss/calendar.htm>), etc.

**Implementation Notes:** Instructors will be permitted to augment the lists to include university, department, or community speakers, events, etc. which are determined by the instructor to be particularly valuable to our students and the goals of general education and diversity awareness. It is expected that Instructors will make alternative assignments or suggestions to students who because of class or other conflicts are absolutely unable to attend any of the recommended events. In the case of a time conflict, a class that a student is registered for must take precedent over an assigned event.

(Reference: Academic Senate 3/25/03)

5. Application for Subgroup IV-B certification for a temporary course. A study of a culture may involve travel to the site of the culture and such travel-oriented courses may, due to expense or other complications associated with travel abroad, be a course offered only on a temporary basis. By application to the General Education Committee one-time Subgroup IV-B certification may be granted. Certification for a permanent course must go through the curricular process.

Proposals are to be filed with the General Education Sub-committee and must address the following process and criteria:

1) Explain how the course meets the content criteria for Subgroup IV-B (see Group IV – Integrative and Area Studies, Subgroup B above).

2) Submit a copy of the course syllabus. The course objectives should meet the objectives of Subgroup IV-B.

3) Explain the nature of the cultural exposure in the class, how it relates to course content, and how this exposure differs from the exposure attained by tourists taking a guided tour. Illustrate how the study of the unit under consideration is being made.

4) Describe the pre-departure academic preparation and/or requirements (e.g. readings, meetings, writing, foreign language instruction, etc.)

5) Explain how the course will meet the Writing Across the University Program requirements (see General Education Writing Policies for ways to fulfill the writing requirement).

6) Demonstrate how the student's time spent in the course corresponds to a 3 credit hour course.

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LIMITATIONS ON STUDENT COURSE SELECTION

Students must satisfactorily complete at least thirty hours of University Program courses in order to fulfill University Program requirements. At least three hours must be satisfactorily completed in each subgroup of each of the four University Program groups. Additional hours to complete

the University Program may be taken from any group.

Unless the degree specifically prohibits it, courses that are required under Other Degree Requirements may also be used to satisfy University Program requirements, provided that the courses are also on the list of University Program courses. University Program courses may also be taken as part of a major or minor unless otherwise restricted.

The University Program has been designed to encourage students to explore as many different disciplines as possible; therefore, students must choose their University Program courses from different designators. Only one time may a student take a second course with the same designator to satisfy his/her University Program requirement. Typically students will be required to take courses with nine (9) different designators. (Reference: Gen. Ed. Subcommittee 10/24/91; UCC 2/13/92; Academic Senate 2/19/92)

Within Group II, each student must select at least one laboratory experience equivalent to at least one laboratory credit hour. (Reference for change in #4: Gen. Ed. Subcommittee 2/25/93; UCC 3/17/93; Academic Senate 4/13/93)

Students must earn a minimum cumulative grade point average of 2.0 in University Program courses in order to graduate.

Students may not take more than two courses or seven hours of CR/NC in the University Program.

CLEP General Examination credit is not accepted for University Program credit.

In fulfilling the University Program IVB requirement, a student may count up to 3 semester hours (CMU International Program Studies or transfer) for any college or university-level coursework in any department taken at any institution of higher education located outside the United States and Canada. Coursework taken in the Province of Quebec; however, may be used.

If a student is interested in participating in international programs, the student should note that he or she may also apply to the General Education Committee for further University Program credit for coursework done abroad on a course-by-course basis. Documentation of the nature of the work done in each course (such as syllabi, course outlines, and assignments) is essential. It is the student's responsibility to collect and provide such documentation. Interested students should contact the Director of International Programs for further information. (Reference: UCC Minutes, 9/30/92)

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#### ADDITIONAL RECOMMENDATIONS

Only persons with faculty rank, with the exceptions designated below, may deliver instruction and assign grades in University Program courses. Laboratory sections may be taught by graduate teaching assistants. Doctoral students on teaching assistantships who have been granted admission to candidacy for the doctoral degree may also be assigned to deliver University

Program courses. In these cases, the students must be approved through the normal hiring process(es) of the department for faculty teaching University Program courses. University Program courses involving unusual pedagogies or teaching methods will be considered by the General Education Committee on a case-by-case basis for possible exception to this rule.

Any course not previously approved for University *Bulletin* inclusion must first secure approval through the ordinary University curricular process. Courses already approved for inclusion in the University *Bulletin* may be submitted directly to the General Education Committee for consideration. Only University units with authority to offer credit courses may submit courses to the General Education Committee.

Any course proposal submitted for inclusion in the University Program must be accompanied by a detailed syllabus signed by the instructor(s) assigned to teach the course. When an instructor who has not previously taught the course is assigned to teach it, the department, before instruction begins, shall see that he/she affixes his/her signature to the approved syllabus.

## APPENDIX D

### WRITING IN THE UNIVERSITY PROGRAM

#### Overview

Each course offered as part of the University Program must require a significant amount of meaningful writing. Courses may be exempted from the writing requirement if they are shown to require equivalent amounts of calculation or public speaking.

#### Definition of the Phrase “A Significant Amount of Meaningful Writing”

The General Education Committee defines “meaningful writing” as writing that is integrated into the pedagogy of the course on a continuing basis, which undertakes to record, interpret, and/or evaluate information in a sustained manner, and about which some judgment of coherence and intelligibility has been made. This definition excludes single phrase or sentence answers on quizzes or examinations on the grounds that they are not sustained writing.

The General Education Committee believes that the application to all University Program courses of a single definition of what constitutes a significant amount of writing is not appropriate. Therefore, a University Program course shall be deemed to include a significant amount of writing if any of the following requirements are met:

1. About half of the course grade is based on the evaluation of written work.
2. About 15 pages (about 3,750 words) of *reader-centered prose*<sup>1</sup> rather than *writer-centered prose*<sup>2</sup>. If the 15 pages are all in one paper, then instructors should require students to turn in a preliminary draft, about which instructors should provide revision suggestions. The instructor will determine how much of the course grade this writing will count.
3. About half of the course grade is based on a combination of meaningful writing and calculation.
4. About half of the course grade is based on a combination of meaningful writing and formal public speaking exercises.
5. The course grade is based on a combination of meaningful writing, calculation, and/or formal public speaking exercises. The combination of these three competencies should compare to items (1)-(4). For example, a course would be deemed to include a significant amount of writing if 25% of the grade were based on calculation and another part of the grade on 7 ½ pages of *reader-centered prose*, as described in (2).

If a University Program course does not meet one of these requirements, the General Education Committee shall make the determination of whether the course includes a significant amount of writing. The types of writing included in a course should depend on the purpose of the writing and the pedagogical needs of the instructor and students. The purpose might be either *writing-to-learn* or *learning-to-write*. It is assumed that for writing to be significant and meaningful, faculty must devote adequate time to the evaluation of student writing.

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<sup>1</sup> Reader-centered prose communicates information to other people and perhaps even persuades readers to believe or do something. It includes, but is not limited to, essays, research papers, and lab reports.

<sup>2</sup> Writer-centered prose helps the writer learn new concepts and should not be considered a finished product. It includes, but is not limited to, journal entries, class notes, and reader responses.

**Clarification of the Definition of “Significant Amount of Meaningful Writing”**

The General Education Committee has approached the task of defining the phrase “a significant amount of meaningful writing” in Section II. of the General Education Writing Policies with several things in mind.

The first concern is to preserve the integrity of the University Program goals, one of which is “to expose all students to a range of academic disciplines.” This proposal does not intend that the primary thrust of University Program courses should be instruction in composition or that University Program instructors need become composition teachers.

**APPENDIX E**

**CURRICULAR APPEALS PROCEDURES**

**Appeal of a Senate Curricular Review Body Decision**

**Appeal of an Undergraduate Student Curricular Decision**

## **APPEAL OF A SENATE CURRICULAR REVIEW BODY DECISION**

The Academic Senate Executive Board shall review appeals referred to it by an Academic Senate curricular review body. The Executive Board exercises its discretion in determining whether or not to refer the matter to the Academic Senate for its consideration and possible action.

In general, the following guidelines apply:

1. Upon request, the initiator of a proposal has the right to receive a written statement from the senate curricular review body (committee) setting forth reasons for the decision or non approval of the proposal under question. The request must be made in writing within ten (10) calendar days from receipt of notice of the curricular body's decision.
2. The initiator of the proposal may appeal a decision of an Academic Senate curricular review body to the Academic Senate Executive Board, based on one or more of the following alleged grounds which the appealing party has the burden of proving: 1) a violation of procedure which has adversely affected the decision; 2) a misinterpretation or misapplication of an existing curricular policy; 3) departure from past practice without adequate justification, 4) arbitrary and capricious action; or 5) a denial of a proposal that affects more than one academic unit, has already received the approval of another university level curricular review body, and is deserving of debate by the Academic Senate. (The General Education Committee is considered to be a university level curricular review body under the provisions of this document.)
3. The appealing party has the responsibility to prepare the appeal and to send seven (7) copies of it, within twenty (20) calendar days from receipt of the committee's written reasons, to the chair of the Academic Senate, Bovee University Center, Room 108. The appeal shall include: 1) the curricular proposal under consideration; 2) the Academic Senate curricular review committee's decision and written reasons; and 3) the grounds for the appeal with supporting documentation. In addition, the appeal may contain a written request to forward the appeal to the Academic Senate, if the matter cannot be resolved.
4. The chairperson may communicate with or invite the relevant parties to appear before the Academic Senate Executive Board to supply any needed information.
5. The appealing party has the right to receive written notification from the Academic Senate Executive Board regarding the disposition of the appeal.
6. For appeals, the term calendar days does not include university holidays, recesses, or summer sessions, but does include Saturdays and Sundays during the fall and spring semesters. As a result, some appeals may have to wait until the start of fall semester to begin or complete the appeal process.

## **APPEAL OF AN UNDERGRADUATE STUDENT CURRICULAR DECISION**

### **GENERAL INFORMATION**

There are two kinds of student curricular appeals, and they are handled by the **Board of Appeals**.

### **WHAT IS THE BOARD OF APPEALS?**

1. The Board of Appeals is the formal appellate body for handling any undergraduate curricular concern.
  - a. Its membership is elected by the Undergraduate Curriculum Committee and consists of **six** voting members including: the General Education Program director (faculty); and at least two additional faculty, one of which is a current member of the UCC;
  - b. The registrar or designee shall serve as an ex-officio member without vote.
  - c. A chairperson shall be elected from the faculty members of the board.
  - d. The faculty members (excluding the General Education Program director) hold two year staggered terms; student members shall hold one-year terms.
2. When dealing with general-education-related issues, the board may at its discretion, or upon request of the General Education Program director, refer a specific issue to the General Education Committee when guidance or policy determination is desired.
3. A vote rendered by a majority of the board is considered a final resolution of the appeal. The decision must be submitted in writing to the student, the registrar, and any other party deemed appropriate by the board.
4. A decision rendered by the board in one particular case does not establish a binding precedent.

### **TYPES OF APPEALS**

#### **A. CURRICULAR APPEAL A - GENERAL EDUCATION RELATED APPEALS -**

Includes those dealing with:

1. On-campus and off-campus University Program
2. Competency Requirements
3. Transfer Block/Course Substitution of University Program

#### **Guidelines for the Student**

For problems related to University Program courses, Competency requirements, or University Program Transfer Block or Course Substitution, please make an appointment with Undergraduate Academic Services located in Warriner 123 (Phone 774-3504) to discuss the problem. An academic adviser might recommend that you contact the appropriate academic unit or department and/or the adviser might recommend that you file an appeal.

If an appeal is recommended, please phone or go to the Academic Senate office, 108 Bovee University Center, phone 774-3350 or 774-3659, to request an appeal form. Read the directions carefully; complete the form legibly; and supply all supporting documents requested in the directions on the form.

When you have completed the form, return it (or mail) to the Academic Senate office (mailing address; 108 Bovee University Center). It will be copied and forwarded to the **Board of Appeals**. The committee will consider your appeal at its next meeting and will notify you of its decision by letter.

It is important to note that you are representing yourself on paper rather than in person. Be very clear and explicit as you describe the problem and its remedy in your narrative.

### **Guidelines for the University Program**

Except in cases of extreme hardship or documented disability, or where questions of transfer equivalency arise, the committee will not grant exemption from or alteration of the requirement of thirty (30) hours of University Program coursework or the distribution requirements within the program.

The board will not allow courses taken at CMU that are not approved for the University Program to be counted toward University Program requirements. The board will not grant an exemption from the “Limitations on Course Selection” on the University Program.

### **B. CURRICULAR APPEAL B**

Includes student appeals that **DO NOT PERTAIN** to University Program, Competency requirements, or Transfer Block/Course Substitution in the University Program. Appeals could involve individual course transfer, extension of *Bulletin*, graduation or degree requirements.

#### **Guidelines for the Student**

General Guidelines. The **Board of Appeals** will not grant exemptions from requirements for majors or minors nor for courses prescribed by professional accreditation associations as stated in the CMU *Bulletin*.

Procedures for the Evaluation of Transfer Credit. In order to have a review of your transfer credit, you will need to get in touch with Undergraduate Academic Services, 123 Warriner, phone 774-3504. If there are problems as a result of the review, you will be directed to the chairperson of the academic department or unit offering the course(s) in question. If the matter remains unresolved after contact with the chairperson, then you should file the Student Curricular Appeal Form. A copy is contained at the end of this document.

Other Curricular Matters. If you have a different problem which might involve an extension of the seven-year time period of your *Bulletin*, satisfying graduation or degree requirements, etc., you will need to file the Student Curricular Appeal Form.

Filing an Appeal. If you choose to appeal, please phone 774-3350 or 774-3659 to request an appeal form. Read the directions carefully and complete the form legibly. When you have

completed the form, return it (or mail it) to the Academic Senate office, 108 Bovee University Center. It will be copied and sent to members of the **Board of Appeals**. A meeting will be called to consider your appeal. After the board has met it will notify you of its decision by letter.

It is important to note that you are representing yourself on paper rather than in person. Be very clear and explicit in your narrative as you describe the problem and the remedy you are seeking.

General Guidelines. The **Board of Appeals** will not grant exemptions from requirements for majors or minors nor for courses prescribed by professional accreditation associations as stated in the *CMU Bulletin*.

**STUDENT CURRICULAR APPEAL FORM**

This form is to be used for submitting requests for appeals concerning course substitutions or other modification of University Program requirements, competency requirements, evaluation of transfer credits, and all other curricular matters to the BOARD OF APPEALS of the Undergraduate Curriculum Committee.

Send completed form to the BOARD OF APPEALS, Academic Senate office, University Center, Rm. 108, or deliver it to the Academic Senate office.

**Please check below the type of appeal:**

\_\_\_\_\_ **Appeal A**

\_\_\_\_\_ **Appeal B**

PLEASE COMPLETE THIS FORM LEGIBLY

NAME \_\_\_\_\_ SOC SEC NO \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE NO \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

DEGREE \_\_\_\_\_ BULLETIN (YEAR) \_\_\_\_\_

MAJOR \_\_\_\_\_ MINOR \_\_\_\_\_

If you have contacted another party or office about this matter, please indicate the name of the office or person.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

PLEASE SEE REVERSE SIDE OF THIS FORM

Please describe the nature of your appeal and what you would consider a satisfactory resolution.  
PLEASE TYPE OR USE A COMPUTER FOR THIS NARRATIVE.