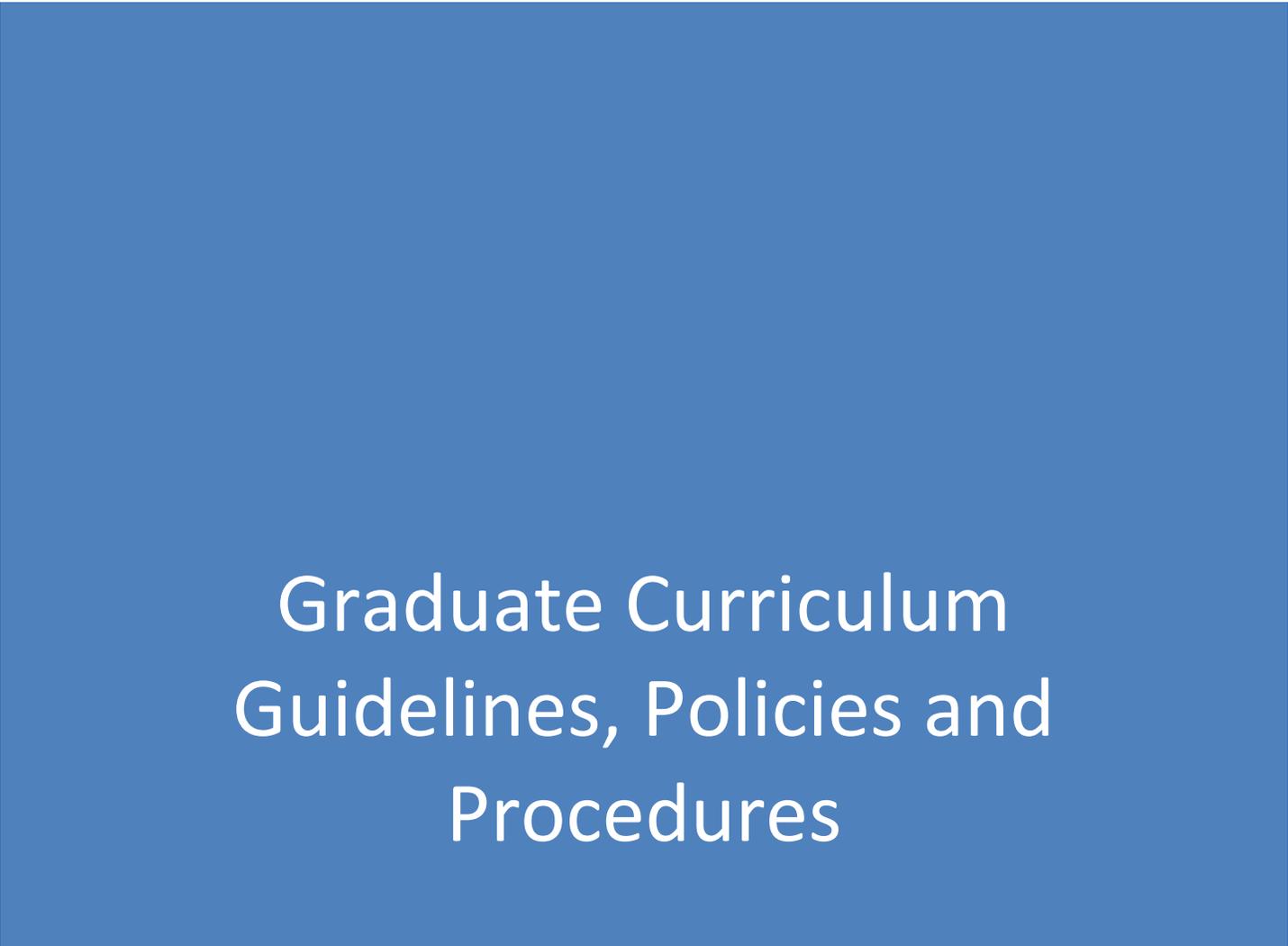




Metropolitan State University  
of Denver



Graduate Curriculum  
Guidelines, Policies and  
Procedures

# Approvals:

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Chair, Graduate Council

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Date

Approved by the Graduate Council on 09/24/2015

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Chair, Faculty Senate Curriculum Committee

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Date

Approved by the Faculty Senate Curriculum Committee on 11/09/2015

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President, Faculty Senate

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Date

Approved by the Faculty Senate on 12/09/2015

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Provost and Vice-President for Academic and Student Affairs

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Date

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President

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Date

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## 1.0 Introduction

This manual documents the governing policies and procedures for creating, modifying and discontinuing graduate programs and courses at Metropolitan State University of Denver. These guidelines should not be interpreted in any way that would supersede State or Federal guidelines.

## 2.0 Curriculum Goals

The **mission** of Metropolitan State University of Denver states:

MSU Denver is a comprehensive, baccalaureate- and master's-degree granting urban university that offers arts and sciences, professional and business courses and programs to a diverse student population in an atmosphere of mutual respect. Excellence in teaching and learning is MSU Denver's primary objective.

MSU Denver's mission is to provide a high-quality, accessible, enriching education that prepares students for successful careers, post-graduate education and lifelong learning in a multicultural, global and technological society. To fulfill its mission, MSU Denver's diverse university community engages the community at large in scholarly inquiry, creative activity and the application of knowledge.

The **mission** of the graduate studies at Metropolitan State University of Denver states:

MSU Denver is uniquely positioned to offer affordable professionally orientated graduate programs, or those that address the needs of our urban service area, leading to excellent employment prospects and enhancing the quality of life of our graduates as well as the communities in which they live and work.

The **belief statement** of the graduate studies at Metropolitan State University of Denver states:

We believe that MSU Denver graduate students will benefit from an education that serves as a catalyst for life-changing opportunities.

## 3.0 Roles and Responsibilities

Curriculum originates in academic departments. In the case of interdisciplinary courses or programs, the department or college/school with primary responsibility for the course or program is considered the originating academic unit.

It is the responsibility of all levels to follow the curriculum policies and procedures included in this manual. Chairs of various committees have the discretion to determine if a curriculum change requires committee review. In a case when the Chair determines that the changes are only clerical in nature, the Chair will notify the committee and give them two business days to object. The Chair will ensure that all documentation is accurate and complete.

### 3.1 Department Level

#### 3.1.1 Proposer

This group or individual originates curriculum proposals and shall:

- Plan curriculum changes well in advance of deadlines;
- Submit complete and accurate documentation;
- Incorporate stipulations and suggestions made by subsequent levels of review; and
- Search the *University Catalog* to ensure that the proposal does not duplicate existing curriculum and to determine possible conflicts or impacts on other academic units.

### **3.1.2 Departmental Curriculum Committee**

The Departmental Curriculum Committee shall:

- Review the merit of the proposal to ensure that it is:
  - Pedagogically sound
  - In line with current graduate scholarship requirements
  - Of benefit to students
- Proofread the proposal

### **3.1.3 Department Chair or Designee**

The Department Chair or designee shall:

- Evaluate the impact of the proposal on departmental resources;
- Consult with the Dean in advance if new or additional resources will be needed to implement a curriculum change (*e.g.*, personnel, space, equipment); and
- Ensure appropriate tracking number (or that the proposal goes live for review by subsequent levels).

## **3.2 College/School Level**

### **3.2.1 Dean or Designee**

The Dean or designee shall:

- Evaluate how the proposal will affect the allocation of resources, including personnel, space and equipment, and verify that adequate resources are available to support the proposal;
- Notify the Provost's Office of any requests for new program codes or course prefixes;
- Ensure that the proposal does not duplicate existing curriculum;
- In cases where packets are denied, return the packet to the originating department with a written explanation and notify all other levels; and
- Ensure that all revisions have been completed and included in the packet before granting approval.

## **3.3 University Level**

### **3.3.1 Graduate Council Curriculum Committee**

The Graduate Council Curriculum Committee shall:

- Ensure that the proposal has academic integrity, coherence, and rigor and is worthy for inclusion in the university's graduate curriculum;
- Ensure that the proposal does not duplicate existing curriculum within the University;
- Ensure that possible conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of support are included;
- Request needed revision in a clear, detailed and timely manner, and assist departments in addressing requests for revisions;
- In cases where packets are denied, return the packet to the originating department with a written explanation and notify all other levels; and
- Ensure that all revisions have been completed and included in the packet before granting Graduate Council Curriculum Committee approval.

### **3.3.2 Faculty Senate Curriculum Committee**

The Faculty Senate Curriculum Committee shall:

- Evaluate curriculum proposals and changes to ensure that they are academically sound and appropriate to the University's role and mission;
- Ensure that conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of support are included;
- Request needed revision in a clear, detailed and timely manner, and assist departments in addressing requests for revisions;

- Ensure that all revisions have been completed and included in the proposal before granting Faculty Senate Curriculum Committee approval (*i.e.*, do not grant “approval with modifications”);
- Present completed curriculum proposals to Faculty Senate and obtain the approval of the Faculty Senate President;
- Submit approved proposals to the Office of Academic and Student Affairs by the posted deadlines; and
- Return all packets that cannot be approved to the originating department with a written statement explaining why the packet could not be approved, and notify all other levels.

### **3.3.3 Faculty Senate**

It is the responsibility of Faculty Senate to certify that curriculum proposals and curriculum changes have received thorough review and are worthy of inclusion in the University’s graduate curriculum. The Faculty Senate President certifies that the Faculty Senate has approved the curriculum proposals and changes.

### **3.3.4 Provost’s Office**

The Provost or designee shall:

- Adhere to Board of Trustees policy, state statutes and Colorado Department of Higher Education policies, and Higher Learning Commission policies concerning curriculum;
- Evaluate how the proposal will affect the allocation of resources, including personnel space and equipment, at the University level, and ensure that adequate resources are available to support the proposal.
- Coordinate with the Office of the Registrar to set curriculum deadlines;
- Disseminate curriculum deadlines to Colleges/Schools;
- Coordinate implementation with centralized support units (*e.g.*, Registrar, Advising, Admissions, and Financial Aid);
- Assist departments/schools/colleges with implementation and questions/concerns unresolved at other levels;
- Assist curriculum review committees in locating and interpreting statewide articulation agreements, statewide transfer policies, inter-institutional agreements and Memoranda of Understanding, or other external policies and regulations that affect curriculum;
- Ensure proper documentation exists to meet internal and external institutional requirements;
- Prepare and submit curriculum approval requests to the Board of Trustees, Colorado Department of Higher Education and the Higher Learning Commission;
- Return all packets that cannot be approved by the Provost, Board of Trustees, Colorado Department of Higher Education, or Higher Learning Commission to the department chair with a written statement explaining why the packet could not be approved and notify all other levels.
- Maintain the University’s electronic curriculum library;
- Edit and publish the *University Catalog*;
- Forward Banner Catalog information to the Office of the Registrar by the posted deadlines.

### **3.3.5 Registrar’s Office**

The Registrar or designee shall:

- Enter approved curriculum changes in Banner and class schedule;
- Maintain Banner Catalog and DegreeWorks; and
- Set the Academic Calendar published in the *University Catalog*.

### **3.3.6 President**

The President or President’s designee holds final authority over all curriculum matters at the university except for those requiring approval by the Board of Trustees, the Colorado Commission on

Higher Education, the Colorado Department of Education (teacherlicensure programs only), and/or the Higher Learning Commission.

### **3.3.7 Curriculum Dispute Resolution Committee**

An *ad hoc* Curriculum Dispute Resolution Committee, charged by the Provost and Vice President for Academic and Student Affairs, is responsible for investigating any dispute arising from curriculum that cannot be resolved at the College/School level. The Committee provides a written statement of its recommendations to the Provost and Vice President of Academic and Student Affairs. The decision of the Provost and Vice President for Academic and Student Affairs is final. Final decisions are submitted in writing to the Dean(s) and Department Chair(s) involved in the dispute.

### **3.3.8 Board of Trustees**

It is the responsibility of the Board of Trustees to review and approve:

- New degree programs
- New academic minors
- New certificate programs
- New Centers, Academies, and Institutes
- Discontinuing programs, minors, certificates, Centers, Academies or Institutes

Board of Trustee approval must be obtained before any approval requests can be submitted to external review levels.

### **3.3.9 Colorado Department of Education (Teacher Licensure Programs only)**

It is the responsibility of the Colorado Department of Education to review and approve all curricula associated with teacher licensure or teaching endorsements. Departments proposing licensure or endorsement programs must work directly with the Colorado Department of Education to submit review materials.

Approval requests should be submitted simultaneously to the Colorado Department of Education and the Colorado Department of Higher Education to prevent delays in final approval by the Commission.

### **3.3.10 Colorado Department of Higher Education and Colorado Commission on Higher Education**

It is the responsibility of the Colorado Department of Higher Education to review and approve new academic programs based upon the program's fit with the University's statutory role and mission. Per Commission Policy I, V the Department can update SURDS with non-substantive changes to programs. Although certificate programs are not reviewed formally, they may be reported to the Department for entry into SURDS. Requests for review and approval are submitted through the Colorado Department of Higher Education and are typically processed within 60 days. Commission approval must be obtained before requesting approval from the Higher Learning Commission. See <http://highered.colorado.gov/Publications/Policies/>.

## **3.4 Regional Level**

### **3.4.1 Higher Learning Commission**

It is the responsibility of the Higher Learning Commission to assure that the University provides quality education. Accreditation certifies this assurance. Curriculum changes that require review and approval include:

- Degree or credential levels not previously offered at the University;
- New programs significantly different from existing programs;
- New programs with substantial investments of money or resources;

- Substantial increases or decreases in a program’s credit hours; and
- New certificate programs

Requests for review and approval are submitted electronically via an institutional change request, and require a significant amount of information not recorded in the University’s existing curriculum forms. Requests are typically processed within 60 days. HLC invoices the University for processing institutional change requests.

#### 4.0 Curriculum Policies and Procedures

#### 4.1 Types of Curriculum Changes

##### 4.1.1 Substantive Curriculum Changes – University Level

The following changes require Department, Graduate Council, and Faculty Senate Curriculum Committee review:

- Create a new degree, concentration, certificate, teacher preparation or other academic program;\*
- Change a department or program name, creating a new prefix, or a department-initiated prefix change;
- Discontinue a degree, concentration, certificate, teacher preparation or other academic program;\* and
- Modify a course prefix or subject code;

These changes are reviewed and approved internally by:

- Department Curriculum Committee
- Department Chair or designee
- Dean or designee
- Graduate Council Curriculum Committee
- Faculty Senate Curriculum Committee
- Faculty Senate
- Provost or designee

*\* New, discontinued, and substantially modified programs require internal review and may require approval by the Board of Trustees and external review and approval by CDE/CCHE/HLC, as applicable, at the State and Regional levels. See Section 3: Roles and Responsibilities.*

##### 4.1.2 Substantive Curriculum Changes – Graduate Council Level

The following changes require Department and Graduate Council Curriculum Committee review:

- Revise a concentration, certificate, teacher preparation or other academic program, including program requirements and program electives (*e.g.*, change in hours required, disciplines required, and/or list of courses);
- Create a new course, including converting an omnibus course to a regular course;
- Designate a course as a repeatable course;
- Modify the number of credit hours or attempts for a course designated as repeatable;
- Modify course number or level;
- Modify course title;
- Modify course description;
- Modify course credit hours; and
- Modify course prerequisites, co-requisites or registration restrictions.

These changes are reviewed and approved by:

- Department Curriculum Committee

- Department Chair
- Dean or designee
- Graduate Council Curriculum Committee
- Provost or designee.

#### **4.1.3 Non-substantive Curriculum Changes – Department Level**

The following changes require Department Curriculum Committee review:

- Add or modify an omnibus, independent study, or individual, variable-topic course;
- Add or modify a 30-character, Banner course title;
- Add or modify a course delivery method or schedule type;
- Add or modify a course grade mode;
- Add or remove a course cross-listing;\*
- Archive (temporarily remove) or delete (permanently remove) a course from the curriculum;\*
- Banner enforce existing prerequisites, co-requisites, and registration restrictions;
- Modify the distribution of credit hours for a course;
- Modify course contact hours;
- Modify student behavioral learning objectives;
- Modify assessment criteria;
- Modify course content or outline; and
- Reactivate a course from archived status.\*

These changes are reviewed and approved by:

- Department Curriculum Committee
- Department Chair
- Dean or designee
- Provost or designee

*\* Non-substantive changes designated with an asterisk are published in the University Catalog and must be submitted to the Provost's Office by the catalog deadline published in the Academic and Student Affairs Procedural Calendar.*

## **4.2 Regular Course Syllabus**

The Regular Course Syllabus serves as the official documentation for all University courses. It informs the online *University Catalog* and is the basis for Banner Catalog—the software used to build class schedules, degree audit systems, student transcripts, and many other university tracking and reporting requirements used internally and externally. It is critical that the Regular Course Syllabus for every course is complete, accurate and up-to-date.

## **4.3 Course Credit, Faculty Contact and Student Work Hours**

To maintain regional accreditation, federal financial aid funding, and state funding, all courses offered at MSU Denver must comply with the federal definition of a credit hour and state reporting guidelines.

### **Federal Definition of a Credit Hour**

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships,

practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)

#### 4.4 Special Types of Courses

##### 4.4.1 Cross-listed Courses

Cross-listed courses are “parent” courses listed under two or more course prefixes in the *Catalog*, and allow departments to offer courses pertinent to more than one academic program in an efficient manner. Cross-listed courses are also footnoted in the class schedule. Students receive course credit only under the course prefix for which they have enrolled.

Cross-listed courses:

- May be offered as a single section or multiple sections.
- May consist of a combination of regular, omnibus or variable topics courses.
- Require a Course Cross-listing Agreement Request form signed by all departments cross-listing a specific course.
- Must carry the same course title, course description, course level and number of credit hours across all prefixes.
- Require departments to collaborate on course scheduling.
- Require notification to other departments and a new cross-listing agreement for any modifications to the course;
- Require notification to other departments before initiating a course archive or deletion.

##### 4.4.2 Independent Study Courses

Independent study courses provide students the opportunity to pursue in-depth study of a topic of special interest. Independent studies:

- Require the use of an Independent Study Course Syllabus;
- May not duplicate a regular course unless the regular course is required for the student’s degree program and was cancelled or is not offered during a given semester;
- Require the student to receive Institutional Review Board approval for independent studies involving human subject research before the student is allowed to begin the course;
- May not be listed in the Catalog as a degree requirement.

Department chairs are responsible for assuring that the instructor is qualified to supervise an independent study and that the student has adequate preparation to complete an independent study successfully.

Departments offering independent studies on a regular basis may wish to create a regular course syllabus to accommodate independent studies. The Dean’s or Provost’s Office can assist departments in exploring this option.

##### 4.4.3 Internship Courses

Work-oriented instruction involving the implementation of classroom or laboratory experiences coordinated by\* a faculty member.

- Internship credit hours may range from one to fifteen (1-15) credit hours per course.

\* *Coordinated by generally means the faculty member defines the order or priorities of activities for the student, but is not physically present with the student.*

##### 4.4.4 Omnibus Courses

Omnibus courses are temporary courses that are not listed in the Catalog. They can be used to pilot-

test a course, present a special topic, or provide a unique, experiential-learning opportunity.

Omnibus courses:

- Require use of an Omnibus Course Syllabus;
- Conform to credit hour distributions appropriate to the schedule type;
- Use a specified range of course numbers: 590\_ or 690\_ and include an alpha character in the course number, typically assigned by the Registrar;
- May be offered a maximum of three (3) times;
- May be converted to a regular course through the substantive curriculum change process;
- May not be listed in the Catalog as a program requirement.

#### **4.4.5 Practicum Courses**

Practicum courses consist of work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision\* of a faculty member.

- Practicum or clinical practicum credit hours may range from one to nine (1-9) credit hours per course.

\* *Direct Supervision generally means the faculty member is physically present with the student, or within an immediate distance, such as on the same floor, and available to respond to the student's needs.*

#### **4.4.6 Study Abroad Courses**

Study abroad courses consist of instructional activities conducted in and involving travel to another country, as guided by faculty. Study abroad courses must meet federal and state requirements regarding credit and contact hours for lecture- and field-based courses, or some combination thereof. Please contact the Office of International Studies for detailed policies and procedures.

#### **4.4.7 Variable Topics Courses**

Variable topics courses allow courses of varying titles under an overall theme or "umbrella" course and:

- The umbrella course Regular Course syllabus must specify whether students may take multiple variable topics courses under an umbrella (i.e. repeatable courses, and state the minimum and maximum number of credit hours allowed).
- The umbrella course description must be broad enough to cover all topics taught under it.
- All specific variable topics courses must have unique course descriptions that relate clearly to the umbrella theme.
- Student learning objectives must align across the umbrella course and its related variable topics courses.
- Only the umbrella course description appears in the *University Catalog*; individual variable topics course descriptions appear in the class schedule.
- Variable topics courses offered on a regular basis may be converted to regular courses.

### **5.0 New Program Policies and Procedures**

#### **5.1 New Graduate Programs and New Clusters of Graduate Courses**

The policies and procedures governing new graduate programs and new clusters of graduate courses are detailed in the *Graduate Program Approval Process* document.

#### **5.2 Concentrations within an Existing Degree Program**

New concentrations within an existing degree program are processed through all internal review and

approval bodies including the Board of Trustees (see Section 3.00). Departments are strongly encouraged to address the same information in the substantive curriculum packet as is required for new degree programs to facilitate thorough and thoughtful internal review.

### 5.3 Certificate Programs: Definitions and Policies

All new certificate programs are processed through all levels of internal and external review and approval (see Section 3.00).

While Phase One Proposals are not required for certificate programs, the department must provide all of the information required for new degree programs in order to facilitate external review and approval.

#### **IMPORTANT NOTE:**

**The US Department of Education defines virtually all certificate programs as “Gainful Employment” programs, and requires institutions to track enrollment incertificate programs, identify occupational fields related to the certificate, and report time-to-completion, completion rates, program cost, student loan debt, and students’ debt-to-earnings data. Institutions must post this information on a disclaimer page, program web sites, and in promotional materials (see <http://www.ifap.ed.gov/fregisters/FR103114Final.html>).**

**Departments must work closely with Enrollment Services and the Office of Financial Aid when developing certificate programs to ensure that the University can meet/implement the certificate program properly.**

The National Center for Education Statistics and the state define certificates in terms of their relation to degree programs:

- Embedded certificates are designed from courses contained in a larger degree program such the certificate is completed by meeting certain degree requirements.
- Stackable certificates are a series of related certificates that can be “stacked” to complete a larger degree program.
- Standalone certificates are designed to be completed independently of a degree program.

The National Center for Education Statistics and the state define post-baccalaureate certificates as equivalent to 18 semester hours beyond the bachelor’s degree but they do not meet the requirements of a master’s degree. Post-baccalaureate certificates comprised solely of undergraduate courses (1000- to 4000- level courses) are considered undergraduate certificates.

### 6.0 Discontinuing an Academic Program

Requests to discontinue programs are substantive curriculum changes processed at all internal levels of review and approval. Notification is submitted to the state and HLC. Both the state and HLC require departments to specify a “teach out” plan to assist currently-declared students in completing the program. It is critical that proposals to archive a program are accompanied by concise letters of support from all programs and offices affected directly or indirectly.

### 7.0 Schedule Type Definitions and Related Terms

**Instructional Activity** refers to all teaching and teaching-related activities such as curriculum development; preparing for and conducting class meetings, including: laboratory, studio, clinical, practicum, or shop practice; developing instructional materials; preparing and grading assignmentsand examinations; conferring with students about coursework; non-credit and community services instructional offerings; engaging in other teaching-related activities; academic advising and career

counseling of students; recruiting students; evaluating student transcripts and life experience equivalencies; assisting students in planning their programs of study; advising student groups; serving as a mentor to individual students; other related student life and student support activities; and other "hours arranged" such as credit by examinations and independent study. Non-instructional activity includes service and professional development.

**Credit Hour (Federal definition):** Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. <http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>

**Credit Hour Distribution:** The portion of total credit hours generated by each type of instructional activity within any schedule type. Federal and state regulations require all institutions to track and report credit hour distributions.

**Schedule Type:** Identifies the delivery method, such as lecture, lab, recitation, seminar, online. Schedule type drives class scheduling and rooming, and must accurately reflect the delivery method and credit hour distribution of the course.

#### *Schedule Types Definitions*

**Correspondence Course (Federal definition):** A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. If a course is part correspondence and part residential training, the [US Secretary of Education] considers the course to be a correspondence course. A correspondence course is not distance education.

**Distance Education** means education that uses one or more of the technologies listed [below] to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in this definition. <http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>

**Field Instruction/Experience:** Instructional activities focused on supplementing and/or extending content formally presented in a lecture or seminar course in a field-based setting, as guided by faculty.

**Hybrid:** Instructional activity that is relatively equally divided between in-class and online.

**Hybrid, Mostly In-Class:** Instructional activity that occurs mostly (at least 75%) in class with

supplemental instructional activity occurring online.

**Hybrid, Mostly Online:** Instructional activity that occurs mostly (at least 75% but not 100%) online with supplemental instructional activity occurring in class.

**Independent Study:** Student project or other required activity with minimal involvement association with faculty direction.

**Internship:** Work-oriented instruction involving the implementation of classroom or laboratory experiences coordinated by<sup>1</sup> a faculty member.

**Laboratory, Academic or Clinical:** Instructional activities focused on student participation, experimentation, observation, or practice, as guided by faculty.

**Lecture:** Formal presentation of content primarily delivered by one-way communication by the faculty.

**Lecture/Field Experience, Seminar/Field Experience:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with instructional activities focused on supplementing and/or extending content formally presented in a lecture or seminar course in a field-based setting, as guided by faculty.

**Lecture/Lab:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with instructional activities focused on student participation, experimentation, observation, or practice, as guided by faculty.

**Lecture/Lab/Practicum:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with both instructional activities focused on student participation, experimentation, observation, or practice, as guided by faculty, as well as work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision<sup>2</sup> of a faculty member.

**Lecture/Practicum:** Instructional activities focused on presentation or exploration of content either faculty-to-student and/or student-to-student, combined with work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision<sup>2</sup> of a faculty member.

**Online:** Instructional activity that occurs 100% online with no supplemental instructional activity occurring in class.

**Physical Education and Recreation Activity Courses:** Physical education and/or instructional activities focused on the development of skill proficiencies, as guided by faculty.

**Practicum, Clinical Practicum:** Work-oriented instruction involving the implementation of classroom or laboratory experience under the direct supervision of a faculty member.

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<sup>1</sup> Coordinated by generally means the faculty member defines the order or priorities of activities for the student, but is not physically present with the student.

<sup>2</sup> Direct Supervision generally means the faculty member is physically present with the student, or within an immediate distance, such as on the same floor, and available to respond to the student's needs.

**Private Instruction:** Instructional activities focused on presentation or exploration of content in a one-to-one relationship, faculty to student.

**Readings:** Specified readings that accompany another course or that may stand independently.

**Recitation or Discussion:** Instructional activities focused on the reinforcement and/or enhancement of content formally presented in a lecture or seminar course.

**Self-Paced, Self-Paced Online:** instructional activities in which the student is allowed to proceed through course materials at an individualized pace.

**Seminar:** Two-way, student and faculty communication of course materials.

**Student Teaching:** Faculty supervised learning experience in which the student applies knowledge gained in the teacher education program to a classroom setting.

**Studio – Art:** Instructional and/or lab activities focused on painting, sculpture, and other artistic endeavors, as guided by faculty.

**Studio – Music:** Instructional and/or lab activities focused on band, ensembles, music labs, and other musical endeavors, as guided by faculty.

**Study Abroad:** Instructional activities conducted in and involving travel to another country, as guided by faculty.

## 8.0 Grade Mode Definition

Grade modes determine how course grades appear on student records and transcripts. In addition:

- Grade mode must be entered on the Regular Course Syllabus or Omnibus Course Syllabus.
- Only one grade mode can be assigned to a schedule type.
- Although Banner catalog contains several grade modes, most are restricted to specific types of courses and/or programs.
- The most common grade mode is “L” for letter grade.

## 9.0 Rationale for Curriculum Deadlines

The *University Catalog* is published annually and governs academic programs and policies from fall semester through the following summer semester. Students’ degree requirements are linked to a specific catalog year. Student financial aid disbursements are also linked to the annual *Catalog*. Therefore it is imperative to have deadlines to ensure the timely publication and release of the *Catalog*.

Substantive curriculum changes that require external (state and/or HLC) review and approval must have received Board of Trustees approval at or before the December Board of Trustees meeting to ensure sufficient time for external review. Curriculum packets that have not received all required levels of approval by the final deadline cannot be implemented until the next *Catalog* cycle.

Final curriculum deadlines are established to facilitate *Catalog* publication before the mid-March release of fall schedule, and the early-April start of fall registration. The period between the curriculum deadline and *Catalog* publication allows sufficient time to compose, edit, proof and publish the online *Catalog*, and to build programs, degree audits and schedules in Banner *Catalog* and DegreeWorks.

## **10.0 Procedure for Changes to this Manual**

It is the responsibility of the Graduate Council Curriculum Committee to review and recommend changes to this Manual.

Recommended changes to the Manual are to be submitted to the Graduate Council for approval. Once approved by the Graduate Council, these proposed changes are to be submitted to the Faculty Senate Curriculum Committee, the Faculty Senate and the Office of Academic and Student Affairs for review and approval.