Curriculum Manual for Graduate Studies

Metropolitan State University of Denver

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METROPOLITAN STATE UNIVERSITY[SM] OF DENVER

Curriculum Manual for Graduate Studies

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1.00 Introduction

The *Curriculum Manual for Graduate Studies* documents the governing policies and procedures for creating, modifying and discontinuing graduate programs and courses at Metropolitan State University of Denver. It supersedes the *Curriculum Guidelines, Policies and Procedures* publication, last revised May 2025. These guidelines should not be interpreted in any way that would supersede State or Federal guidelines.

2.00 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 andprograms 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 faculty and staff engage the community at large in scholarly inquiry, creative activity and the application of knowledge.

The mission of MSU Denver Graduate Studies states:

MSU Denver Graduate Studies represents a diverse community of scholars and practitioners and is the central advocate for the campus-wide graduate programs while providing strategic leadership for growth and quality. MSU Denver Graduate Studies promotes excellence in graduate education through leadership and service within the University and the greater community. Leadership is provided through the initiation of dialogue regarding issues and trends in higher education; the development of innovative and timely graduate programs; support for improvement of existing viable programs; the endorsement of policies and practices contributing to high quality education endeavors; and proactive advocacy for graduate students and faculty. Service is provided through recruitment and admission of well qualified students; professional, accurate, and timely response to requests and concerns; the maintenance of processes and procedures that are efficient and consistent with academic policies; and responsible use of resources. MSU Denver Graduate Studies is committed to building collegial and mutually supportive relationships with all constituencies to create learning environments that contribute to outstanding achievement in learning, discovery, scholarship, and service to the benefit of the local and global society.

3.00 Roles and Responsibilities

Curricula originate with faculty in academic departments, schools or colleges, and the Honors Program, hereafter referred to as academic units. In the case of interdisciplinary courses or programs, the department with primary responsibility for the course or program is considered the originating department. As a general rule, courses are owned by a single academic department. In certain circumstances, a course can be owned by a college or school in lieu of a specific department. Administrative units, defined as non-academic offices or departments, must work through the appropriate academic unit(s) to submit curricula through the approval process.

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 cases that the committee chair determines that the changes are only clerical in nature, the committee chair will notify the committee and give them two business days to object. The committee chair

will ensure that all documentation is accurate and complete.

When colleges and schools collaborate with specific departments to create and manage courses and programs, approvals from one to three sponsoring departments providing the content expertise must be included, and additional departments can submit letters of collaboration.

3.1 Department Level

3.1.1 Originator

This individual or group originates curriculum proposals and shall:

- Plan curriculum changes well in advance of deadlines and in alignment with the curriculum review calendar,
- Submit complete and accurate documentation, including letters of acknowledgement from impacted departments and programs,
- Identify if a current proposal is in alignment with accreditation requirements,
- Incorporate stipulations and suggestions made by subsequent levels of review,
- Ensure that the proposal does not duplicate or overlap content with existing curriculum, and to determine, with the department chair and department curriculum committee, possible conflicts with or impacts on other academic and administrative units,
    - The following procedures must be conducted by the originator to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the initiating faculty must provide a justification for the redundant curriculum when the proposal is initiated. In addition, all affected faculty and academic units offering related curriculum must be allowed to review the proposed curriculum and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course which is a service course to other departments, programs, and degrees must be reviewed by those departments. The initiating faculty must obtain letters of acknowledgment from those departments and include these letters in the curriculum proposal. Failure to make the appropriate contacts will delay the processing of the proposal through the curriculum approval process,
- Obtain detailed letters of acknowledgment from academic and administrative units affected by the change(s), including acknowledgment of the impacts and details of any compromises or agreements made,
- Respond to other academic units' letters of notification and requests for support in a timely manner,
- Proofread the proposal.

3.1.2 Departmental Curriculum Committee

The Departmental Curriculum Committee shall:

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

- Ensure that the proposal does not duplicate or overlap content with existing curriculum, and to determine, with the department chair and department curriculum committee, possible conflict or impacts on other academic and administrative units,
    - The following procedures must be conducted by the originator to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of Curriculog
        - Run a Curriculog impact report
- In the case that there is duplication or overlap, the initiating faculty must provide a justification for the redundant course when the proposal is initiated. In addition, all affected faculty and academic units offering related courses must be allowed to review the proposed course and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course which is a service course to other departments, programs, and degrees must be reviewed by those departments. The initiating faculty must obtain letters of acknowledgment from those departments and include these letters in the curriculum proposal. Failure to make the appropriate contacts will delay the processing of the course through the curriculum approval process,
- Obtain detailed letters of acknowledgment from academic and administrative units affected by the change(s), including acknowledgment of the impacts and details of any compromises or agreements made,
- Respond to other academic units' letters of notification and requests for support in a timely manner,
- Proofread the proposal.

3.1.3 Department Chair or Designee

The Department Chair or designee shall:

- Ensure curriculum changes do not contradict statewide articulation agreements, statewide transfer policies, or inter-institutional agreements and Memoranda of Understanding,
- 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),
- Notify other academic and administrative units (e.g., Transfer Services, Academic Advising) of proposed changes and provide a detailed list of potential impacts,
- Ensure that the proposal does not duplicate or overlap content with existing curriculum, and to determine, with the department chair and department curriculum committee, possible conflict or impacts on other academic and administrative units,
    - The following procedures must be conducted by the originator to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the initiating faculty must provide a justification for the redundant curriculum when the proposal is initiated. In addition, all affected faculty and academic units offering related curriculum must be allowed to review the proposed curriculum and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course which is a service course to

other departments, programs, and degrees must be reviewed by those departments. The initiating faculty must obtain letters of acknowledgment from those departments and include these letters in the curriculum proposal. Failure to make the appropriate contacts will delay the processing of the course through the curriculum approval process,

- Obtain detailed letters of acknowledgment from academic and administrative units affected by the change(s), including acknowledgment of the impacts and details of any compromises or agreements made,
- Respond to other academic units' letters of notification and requests for support in a timely manner,
- Proofread the proposal.

3.1.4 Notifications and Letters of Acknowledgment

Communication is needed when a curriculum proposal initiated by a faculty member or department impacts other academic units. Such impact can be administrative or academic. Communication documentation must be included with the curriculum proposal.

Letters of acknowledgment from impacted academic units are required for all substantive and non-substantive curriculum changes. The Originator must send a notification letter to impacted department(s) and/or academic unit(s). Responses to letters of acknowledgment and notification letters must be received by the originator within 30 days. If no response is received, it will be assumed that the affected academic unit has no objections to the proposal and the process will move forward.

3.2 College/School Level

3.2.1 The College or School Curriculum Committee shall:

- Ensure that the proposal has academic integrity, coherence, and rigor and is worthy of inclusion in the university's graduate curriculum,
- Ensure that the proposal does not duplicate or overlap in content with those in an existing curriculum, and determine possible conflict or impacts on other academic and administrative units,
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum:
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system
- In the case that there is duplication or overlap, the committee must ensure that the originator provides a justification for the redundant curriculum. The committee must also ensure that all affected faculty and academic units offering related curriculum have been allowed to review the proposed curriculum and letters of acknowledgment submitted and any change to a current course which is a service course to other departments, programs, and degrees be acknowledged. The committee will delay the approval of the course if the appropriate contacts have not been made and acknowledgments have not been included with the proposal.
- Ensure that possible conflicts or impacts on other academic and administrative units have

been addressed and resolved, and that detailed letters of acknowledgment are included,

- Request needed revisions in a clear, detailed and timely manner, and assist departments in addressing requests for revisions,
- In cases where proposals are denied, justify the decision in writing and notify all other levels,
- Submit the proposal by the posted deadlines,
- Ensure that all revisions have been completed and included in the proposal before granting College/School Curriculum Committee approval.

3.2.2 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 curricula,
- Ensure that the proposal does not duplicate existing curricula within the University,
- Ensure that the proposal does not duplicate or overlap in content with existing curricula, and determine, with the initiating faculty and department, possible conflict or impacts on other academic and administrative units,
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curricula,
        - Run a keyword search of the catalog,
        - Run a keyword search of the curriculum management system,
        - Run an impact report in the curriculum management system

- In the case that there is duplication or overlap, a justification for the redundant curriculum must be included with the proposal. In addition, all affected faculty and departments offering related curriculum must be allowed to review the proposed curriculum and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course that is a service course to other departments, programs, and degrees must be reviewed by those departments and letters of acknowledgment from those departments must be included in the proposal. Failure to make the appropriate contacts will delay the processing of the course through the curriculum approval process.
- Request needed revision in a clear, detailed and timely manner, and assist departments in addressing requests for revisions,
- In cases where proposals are denied, return the proposals to the originating department with a written explanation and notify all other levels,
- Ensure that all revisions have been completed and included in the proposal before granting Graduate Council Curriculum Committee approval.

3.2.3 Dean or Designee

The Academic 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 or overlap in content with existing curricula, and determine, with the initiating faculty and department, possible conflicts with or impacts on other academic and administrative units,
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curricula
        - Run a keyword search of the catalog
        - Run a keyword search of the curriculum management system
        - Run an impact report in the curriculum management system

- In the case that there is duplication or overlap, a justification for the redundant curriculum must be included with the proposal. In addition, all affected faculty and departments offering related curriculum must be allowed to review the proposed curriculum, and letters of acknowledgment must be included with the curriculum proposal by the initiating faculty. Any change to a current course that is a service course to other departments, programs, and degrees must be reviewed by those departments and letters of acknowledgment from those departments must be included in the proposal. Failure to make the appropriate contacts will delay the processing of the course proposal through the curriculum approval process.
- Ensure that conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of acknowledgment are included,
- In cases where proposals are denied, return the proposal 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 Faculty Senate Curriculum Committee

The Faculty Senate Curriculum Committee shall:

- Evaluate curriculum proposals and changes to ensure that they are academically sound and in alignment with the university's role and mission,
- Monitor curriculum proposals to identify potential duplication, overlap, conflicts or impacts on academic and administrative units not apparent at the College/School level, or that are created by new curriculum changes submitted by different Colleges/Schools
- Ensure that the proposal does not duplicate or overlap in content with existing curriculum, and determine, with the curriculum committee chair, possible conflict or impacts on other academic and administrative units,
    - The following procedures must be conducted by the committee to identify duplicate or overlap content with existing curriculum
        - Run a keyword search of the catalog,
        - Run a keyword search of the curriculum management system,
        - Run an impact report in the curriculum management system

- In the case that there is duplication or overlap, the committee must ensure that the originator provide a justification for the redundant curriculum. The committee must also ensure that all affected faculty and academic units offering related curriculum have been allowed to review

the proposed curriculum and letters of acknowledgment submitted and any change to a current course that is a service course to other departments, programs, and degrees be acknowledged. The committee will delay the approval of the proposal if the appropriate contacts have not been made and acknowledgments have not been included with the proposal.

- Ensure that conflicts or impacts on other academic and administrative units have been addressed and resolved, and that detailed letters of acknowledgment 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 Affairs by the posted deadlines,
- Return all proposals that cannot be approved to the originating department with a written statement explaining why the proposal could not be approved and notify all other levels.

3.3.2 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 curricula. The Faculty Senate President certifies that the Faculty Senate has heard the report of the curriculum proposals and changes and offers no objection.

3.3.3 Provost's Office

The Provost Office designee for curriculum and course developments is the Office of Curriculum, Academic Effectiveness, and Policy Development.

The Provost Office and their 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 cycle 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 proposals that cannot be approved by the Provost, Board of Trustees, Colorado Department of Higher Education, or Higher Learning Commission to the college/school, and department chair with a written statement explaining why the proposal could not be approved and notify all other levels,
- Maintain the University's electronic curriculum library,
- Edit and publish the *University Catalog*,
- Forward Student Information System Catalog information to the Office of the Registrar by the posted deadlines.

3.3.4 Registrar's Office

The Registrar or designee shall:

- Enter approved curriculum changes in the Student Information System and class schedule,
- Maintain the Student Information System Catalog and Academic Progress Reports and,
- Set the Academic Calendar published in the *University Catalog*.

3.3.5 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 (teacher licensure programs only), and/or the Higher Learning Commission.

3.3.6 Curriculum Dispute Resolution Committee

The Faculty Senate Curriculum Committee has the authority to resolve conflicts over impacts on other academic units that have not been resolved at the school or college level. In such cases, the Faculty Senate Curriculum Committee will exercise its jurisdiction over curriculum proposals and resolve such conflicts.

Members of the FSCC whose departmental affiliation is connected to the proposal(s) will recuse themselves from the dispute resolution process.

Department(s) wishing to engage with the formal curriculum dispute process must inform the chair of the Faculty Senate Curriculum Committee and the Faculty Senate President at the earliest opportunity but no later than 10 business days after the curriculum due date for the traditional cycle and the catalog addendum cycle. Communications that request to start this process should outline the issue and demonstrate that informal processes at the department or college/school level occurred in an attempt to resolve the issue at the lowest level.

If the decision reached on a dispute is unanimous in nature, such decision will be announced to the Senate so that the Committee decision and vote may be recorded in the Senate minutes. This should include all possible outcomes of a dispute resolution such as but not limited to: approval of proposal(s), mediation, modification(s) to proposal(s), or rejection of proposal(s).

If the decision reached on a dispute is not unanimous in nature, the dispute will be brought before the Senate for a discussion and vote.

3.3.7 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 concentrations and licensures and,
- New Centers, Academies, and Institutes and,
- 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.

3.4 State Level

3.4.1 Colorado Department of Education (Teacher Preparation/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. These efforts are facilitated through the university's School of Education. Departments proposing licensure or endorsement programs that are outside the School of Education should work closely with faculty and staff within the School of Education at all steps of the process.

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.

3.4.2 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 must 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.

3.5 Regional Level

3.5.1 Higher Learning Commission (HLC)

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

- Degree or credential levels not previously offered at the university,
- All new programs,
- Substantial increases or decreases in a program's credit hours or proposals that modify 25% of the entire program and,
- All program discontinuations

Requests for review and approval are submitted to HLC electronically by the Office of Curriculum, Academic Effectiveness, and Policy Development and can require a significant amount of time and 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. HLC Fee Schedules can be reviewed for full financial implications of curriculum proposals,

4.00 Curriculum Policies and Procedures

Curriculum proposals are submitted via the curriculum management system. The Curriculum SharePoint will provide additional resources for this system.

4.1 Types of Curriculum Changes

4.1.1 Substantive Curriculum Changes – University Level

The following changes require Department, College/School, 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, create a new prefix, or a department-initiated prefix change,
- Discontinue a degree, concentration, certificate, teacher preparation or other academic program,*
- Modify a course prefix or subject code,
- Transfer ownership of a course or a program to another academic unit;
- Course proposals owned by a college or school instead of a single department,

These changes are reviewed and approved internally by:

- Department Curriculum Committee
- Department Chair or designee
- College/School Curriculum Committee
- Dean or designee
- Graduate Council
- 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, College/School, and Graduate Council Curriculum Committee review:

- Revision of a master, 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),
- Creation of a new course without special designation, including converting an omnibus or individual variable topic course to a regular course,

- Designating a course as a repeatable course,
- Modification of the number of credit hours or attempts for a course designated as repeatable,
- Modification of course number or course level,
- Modification of course title,
- Modification of course description,
- Modification of course credit hours
- Modification of course prerequisites, co-requisites or registration restrictions,
- Addition of a Community Engaged Learning component to a new or existing course.

These changes are reviewed and approved by:

- Department Curriculum Committee
- Department Chair
- College/School Curriculum Committee
- For all Community Engaged Learning proposals, the Community Engaged Learning Committee
- Dean or designee
- Graduate Council
- Provost or designee.

4.1.3 Non-substantive Curriculum Changes – Department Level

The following changes require Department Curriculum Committee review. These changes are *published in the* University Catalog *and must be submitted to the Provost's Office by the catalog deadline published in the Academic Affairs Procedural Calendar.*

- Add or remove a course cross-listing,
- Archive (temporarily remove) or delete (permanently remove) a course from the curriculum,
    - A course cannot be archived or deleted until it is removed from all locations in the catalog. Departments requesting an archive or deletion of a course should ensure that it has been removed from all program and course listings in which it appears. This may require coordination with other departments to submit program or course modification proposals. A request to archive or delete a course without complete supporting proposals to remove the course from other programs and courses will be denied until all required proposals are submitted.
- Reactivate a course from archived status.

These changes are reviewed and approved by:

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

The following changes require Department Curriculum Committee review:

- Addition or modification of an omnibus, independent study, or individual variable-topic course,
- Addition or modification of a 30-character transcript course title,
- Addition or modification of course instructional activity or schedule type,
- Addition or modification of a course grade mode,
- Banner enforcing existing prerequisites, co-requisites, and registration restrictions,

- Remove Banner enforced prerequisites, co-requisites, or registration restrictions,
- Modification of the distribution of credit hours,
- Modification of course contact hours,
- Modification of student behavioral learning objectives,
- Modification of assessment criteria,
- Modify course content or outline.

These changes are reviewed and approved by:

- Department Curriculum Committee
- Department Chair
- Dean or designee

**Independent Study courses do not require the approval of the Department Curriculum Committee Chair.*

4.2 Program and Course Documentation

The online *University Catalog* management system serves as the official documentation of all university programs and courses. It is the basis for 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 departments ensure that programs and courses are accurate and up-to-date. Should there by conflicting information, the information contained in the *University Catalog* is the binding record that will supersede any other records.

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)

Guidance on applying credit hour time in a course is provided in the appendices.

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. Students may not receive duplicate credit under other associated prefixes.

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 approval, 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 through the curriculum management system 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 submission of an independent study course proposal,
- Will use 6808 for their course number,
- 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 . In this case, the independent study section of the course should remain under the original course number but should be submitted on the Independent Study Course form in the Curriculum Management System,
- 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 but may be listed as an option or elective course in the program,
- A maximum of 4 students may be enrolled in each independent study course,
- All independent studies will be repeatable for up to 6 credit hours and students at the graduate level cannot take more than 6 credits of independent study credit,
- An individual section for each approved independent study will be built by the department for the students to enroll in after the submitted proposal is approved by all levels.

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. Department Chairs must also ensure that the number of course contact hours required are met in every course.

Independent study courses offered multiple times should be considered for a conversion as a regular course. The Dean's Office or the Office of Curriculum, Academic Effectiveness, and Policy Development can assist departments in exploring this option.

4.4.3 Internship Courses

Supervised 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.

**** Work-oriented instruction*** *includes projects, duties, and activities that would be similar to those needed or used in an employment setting related to the student's program of study. The work should be structured and supervised by a professional in the field with the experience and*

background to provide support and feedback to the student.

*** Coordinated by** *generally means the faculty member defines the learning objectives and academic assignments, but may not be physically present with the student.*

For more detailed information about the qualities of an internship, please see the Internship Program in the Classroom to Career (C2) Hub.

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 Proposal,
- 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 into 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 proximity, 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.

Curriculum offered for study abroad must have passed all normal levels of curriculum review prior to being included in a study abroad proposal and submitted to the University Study Abroad Committee. A study abroad proposal must contain approved syllabi for courses that have been signed by the Department Chair and Dean.

Departments may assign an instructional method in class schedule to offer courses as study abroad formats only after the Study Abroad Proposal has been approved by the University Study Abroad Committee.

4.4.7 Variable Topics Courses

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

- The umbrella course University Required Course Materials must specify whether students may enroll in 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. Departments may not schedule the umbrella course and may only schedule the individual variable topic courses.
- Variable topics courses offered on a regular basis should be considered for conversion into regular courses.

4.4.8 Community Engaged Learning Courses

4.4.8.1 Community Engaged Learning Course Goals, Student Learning Outcomes

At MSU Denver, community engaged learning is defined as a form of experiential learning in which students combine classroom experience with community-based engagement that:

- Meets an identified community need,
- Provides a structured opportunity for students to reflect on the community engagement activity in such a way as to gain further understanding of course content,
- Balances student goals and community goals through collaborative development of mutually beneficial course content and community engaged learning opportunities,
- Engages students in structured preparation for, participation in, and reflection on community engaged learning experiences.

Community Engaged Learning is a pedagogical method that combines classroom instruction with coordinated, integrated, and structured community engagement. This teaching method is adaptable across all disciplinary and school divides and is appropriate at any educational level.

At the conclusion of a Community Engaged Learning (CEL) section of a course, students will be able to:

- Demonstrate the ability to engage in personal and critical reflection on the learning experience, focusing on the development of essential skills (e.g., leadership, flexibility, and resilience),
- Relate the community engaged learning experience to core concepts and outcomes,
- Assess the community engaged learning experience to explain how work with community partners addressed mutual goals and provided value to all involved.
- Interpret and communicate the community engaged learning experience to a wider audience, disseminating insights and information beyond the classroom.

4.4.8.2 Review and Approval Policies and Procedures

Any academic unit may propose a course for a CEL designation at its own discretion. When the designation is granted, it can then be applied to any or all sections of the course as the academic unit desires. Although the designation is granted to the course, not all sections of that course must use the designation.

Measurable student learning outcomes must be stated so that the criteria listed under Student

Behavioral Learning Objectives of Service Learning are met. The course documentation must identify SBLOs that apply only to the CEL designated sections with an CEL in parentheses at the end of the SBLO.

To qualify as an CEL eligible course, service learning must comprise at least 33% of the graded material in the CEL sections, as well as receive consideration in course discussions, lectures, and activities. (Sections that do not use the community engaged learning designation do not need to do any grading based on community engaged learning). The course documentation must identify the methods of student evaluation that apply only to the SCEL designated sections with an CEL in parentheses.

Community Engaged Learning sections are designated with the CEL designation in the Student Information System. The academic unit is responsible for identifying which sections of multi-section course offerings are to be designated.

The proposing department will work with the staff in the Classroom to Career Hub in developing the Community Engaged Learning (CEL) proposal to ensure its completeness.

The Classroom to Career Hub will house the Community Engaged Learning Curriculum Review Committee (CELCRC) to recommend approval of the Community Engaged Learning designation portion of curriculum proposals. The committee will consist of two faculty/staff members from the Classroom to Career Hub and will have one representative assigned from the FSCC or one of the FSCC subcommittees and one representative from Graduate Council.

The following information must be submitted to the CELCRC in addition to other curriculum documentation:

- Program Modification, if applicable (i.e., if the program description changes in any way as a consequence of the new designation),
- Current syllabus (for an existing course) and,
- The enrollment level per section should be appropriate for meeting the goals of the course. *The recommended maximum class size must be stated in the proposal.*

After the CELCRC receives a course proposal, the CELCRC may:

- Recommend conferral of the CEL designation,
- Not approve conferral of the CEL designation and,
- Recommend changes to the course syllabus or request additional documentation in the CEL proposal form before making a final recommendation to the college or school curriculum committee.

The CELCRC's recommendation for a course will be communicated to all other curricular levels for consideration and appropriate action. If the CELCRC denies a Community Engaged Learning designation, the committee chair will provide written documentation to the department specifying the rationale for the denial. Since course approvals fall under the purview of the school, college, or Graduate Council curriculum review committees, these committees may:

- Approve the course for inclusion in the University's curriculum but not approve it for CEL designation,
- Approve the course for inclusion in the University's curriculum and approve it for CEL designation.

Courses approved for CEL designation will be reported out at Faculty Senate during the normal FSCC

Senate Report so that Community Engaged Learning designations are announced to the university-wide faculty body.

4.4.9 Course Markers

4.4.9.1 Purpose and Use

Course markers are labels assigned to individual courses or sections in the course registration system to provide students with important information about course characteristics that are not formal curriculum attributes (e.g., General Studies attributes or graduation requirements such Senior Experience). Unlike other curricular designations, course markers can be applied flexibly each semester based on course offerings and section-specific conditions. These markers are intended to improve student awareness of learning opportunities and cost considerations while allowing faculty and departments to apply them without extensive curriculum review.

Course markers may overlap with other curriculum designations, but they cannot replace or stand in for other designations or approval processes.

Student graduation or curriculum requirements cannot be based solely on course markers; graduation or curriculum requirements require a separate curriculum designation. For instance, a major program could not require students to take a course with a particular marker. The program could, however, require that students complete one from a list of courses, all of which happen to regularly carry those markers. Markers are distinct from other types of course designations described in the Curriculum Manual.

4.4.9.2 Review and Approval Policies and Procedures

Any entity may propose a new formal course marker to the Faculty Senate Curriculum Committee (FSCC). The FSCC reviews proposals for new course markers and reports on approval/refusal of proposals or refers them to the Faculty Senate for review in accordance with committee and senate bylaws.

Proposals should include:

1. A justification for the creation of a course marker that includes the anticipated benefit to students.
2. A practical and clear definition of what attributes qualify a course section for the marker. The definition should offer a noncontroversial, efficient test for determining whether or not a course or section merits a course marker.
3. Any requirements or rules for faculty or programs requesting a marker be applied to a course or section.
4. A designee or designated office to coordinate labeling courses with markers. The designee or designated office will be responsible for communicating marked courses to the Registrar's Office for inclusion in course registration materials.

Unlike other formal curricular designations, approved course markers applied to individual courses or sections:

- May be self-reported by academic units or faculty each semester based on instructional plans.
- Will be collected, screened, and reported out by the Registrar's Office's designee.
- Do not require Faculty Senate Curriculum Committee (FSCC) or university-level review, though routine auditing of course marking practices will occur. That auditing will be the responsibility of the FSCC and Registrar's Office.

Departments and instructors wishing to apply existing course markers should follow these steps:

1. Submit course marker applications for courses/sections to the Registrar's Office's designee as soon as possible after the creation of a semester course schedule, preferably prior to students registering for courses. The Registrar's Office or designee may reach out to academic programs proactively to solicit marker designations.
2. Ensure consistency with designation criteria (e.g., for Low Cost Course Materials, faculty must verify that required instructional materials fall under the set cost threshold).
3. Update course markers each semester to reflect any changes in course design, instruction, costs, content, etc.

4.4.9.3 Registration and Catalog Integration

To improve transparency and accessibility, course markers will be displayed in the course registration system and elsewhere, as appropriate. Course markers will not appear as permanent designations in the university catalog or curriculum management systems, as they may be subject to change each semester.

4.4.10 Approved Course Markers

4.4.10.1 Low Cost for Course Materials (LCM) and No Cost for Course Materials (NCM)

These markers are applied to courses where the total cost of required instructional materials meets affordability criteria defined by the university. These designations help students make informed decisions about course selection based on the cost of required educational materials.

Definitions:

- Low Cost for Course Materials (LCM): Courses for which the total cost of required instructional materials $40 or less (not including taxes or delivery/processing fees).
- No Cost for Course Materials (NCM): Courses for which all required instructional materials are free (e.g., Open Educational Resources, library-licensed materials, or faculty-created content).

Requirements:

- Faculty or appropriate departmental representatives must affirm that required instructional materials meet the cost threshold before the semester begins.
- If costs change (e.g., a new required textbook is introduced), the marker should be updated or removed.
- These markers apply to required course materials only; optional purchases do not affect the designation.

5.00 New Program Policies and Procedures

5.1 New Graduate Programs

5.1.1 Pre-Planning, Development Considerations

All new programs are a significant undertaking that should be entered into with foresight and planning to minimize negative consequences for the department, and for other university programs and offices, while maximizing the opportunities for the new program's success. Departments should plan to enter the new program process with a clear understanding of the needs they wish to fill and the alignment with the university's mission and vision.

Departments are encouraged to allow sufficient time to:

- conduct meaningful planning,
- complete multiple levels of the program establishment process,
- develop a complete and accurate curriculum proposal,
- complete all levels of internal and external review and approval and,
- meet curriculum deadlines.

The policies and procedures governing new graduate programs are detailed in the *Graduate Program Approval Process* document. A master program must be at least 30 credits in size.

5.1.2 Letters of Acknowledgement

Communication is needed when a curriculum proposal issued by a department may overlap with another course or program offered by another department. Such potential impact can be administrative or academic. Letters of acknowledgment are required for all potential sources of overlap.

Originators are responsible for ensuring that current, complete, and accurate copies of all letters of acknowledgment are obtained and are available for submission with the proposal.

If a proposed program includes any teacher licensure, teacher preparation, or teaching endorsement components the School of Education must be included on the program establishment proposal and the new program proposal.

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). To facilitate thorough and thoughtful internal review, departments are strongly encouraged to address the same information in the substantive curriculum proposal that is required for new degree programs.

5.3 Certificate Programs: Definitions and Policies

All new graduate certificate programs are processed through all levels of internal and external review and approval (see Section 3.00). Graduate Certificates must be at least 6 credit hours in size.

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 complete a variety of compliance related reporting and tracking.

Departments must work closely with Enrollment Services and the Office of Financial Aid when developing graduate certificate programs to ensure that the University can meet/implement the graduate 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 Graduate courses (5000 and 6000 level courses) are considered Graduate Certificates.

6.00 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 CDHE 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.

7.00 Instructional Activities and Methods

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 assignments and 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: The Banner code identifies the instructional activity, such as lecture, lab, recitation, or seminar. Schedule type may impact class scheduling, rooming, and compliance reporting, and must accurately reflect the instructional activity and credit hour distribution of the course.

7.1.1 Instructional Activity/Schedule Type Definitions

- **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.
- **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* a faculty member.

** **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.*

- **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* of a faculty member.

***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.*

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

** **Direct Supervision** generally means the faculty member is physically present with the student, or*

within immediate proximity, 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.
- **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.

7.1.2 Instructional Method

A course's instructional method, such as in-person or asynchronous delivery, identifies the way in which students interact with course content and the instructor. Instructional Method may impact class scheduling, rooming, and compliance reporting. MSU Denver is approved to offer courses in the following formats. New instructional methods may require approval of the Higher Learning Commission.

NOTE: Instructional methods are assigned by academic departments during class scheduling and do not require curriculum review.

NOTE: Some self-paced courses are offered outside the standard term, or semester. To receive financial aid for a self-paced course, students must register for the course by the course census date and complete the course within the standard term or part-of-term. If a student receives financial aid for other coursework, the student's Satisfactory Academic Progress (SAP) may be impacted if the student does not complete the self-paced course within the standard term or part-of-term.

- **In-Person:** Instructional activities are facilitated in-person at scheduled times, either on-campus or at other physical locations.
- **Hybrid In-Person:** Instructional activities are facilitated through scheduled in-person sessions and either a) asynchronous online instruction, or b) scheduled meetings using live virtual meeting technology.
- **Dual Mode: In-Person:** Instructional activities are facilitated in-person. The section is combined with an online section, creating a learning environment with in-person and online learners. Students are not able to switch between learning experiences during the semester.
- **SyncFlex:** Instructional activities are facilitated in-person and online using live virtual meeting technology. Students have the flexibility to choose between in-person and live virtual

instruction each class session.

- **Hyflex:** Instructional activities are facilitated through: a) in-person class meetings; b) asynchronous online instruction; and c) online instruction using live virtual meeting technology. Students have the flexibility to choose between in-person, asynchronous, and live virtual instruction throughout the course.
- **Study Abroad:** Instructional activities are facilitated in another country and guided by faculty.
- **Dual Mode: Online:** Instructional activities are facilitated online. The section is combined with an in-person section, creating a learning environment with online and in-person learners. Students are not able to switch between learning experiences during the semester.
- **Synchronous Online:** Instructional activities are facilitated online at scheduled times through live virtual meeting technology. There are no location-specific requirements.
- **Asynchronous Online:** Instructional activities are facilitated online with no required scheduled meeting times. Assignments and assessments take place on a specific schedule. There are no location-specific requirements.
- **Hybrid Online:** Instructional activities are facilitated online through both asynchronous online instruction and at scheduled times through live virtual meeting technology. There are no location-specific requirements.
- **Self-Paced Asynchronous Online:** Instructional activities are facilitated online with no scheduled meeting times and no location-specific requirements. Students choose the pace of their progress within the course with few or no established due dates.

8.00 Grade Mode Definition

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

- Grade mode must be entered on course documentation.
- Only one grade mode can be assigned to a schedule type.
- Although the SIS 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.
- See appendix for current grade modes and corresponding schedule types

9.00 Rationale for Curriculum Deadlines

The *University Catalog* is published annually and governs academic programs and policies from fall semester through the following summer semester. A catalog addendum is published in summer as needed and cannot include curricular changes that would negatively impact or create undue burden on a student. 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 January Board of Trustees meeting to ensure sufficient time for external review during the traditional cycle. Curriculum proposals 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 the 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 the Student Information System and Degree Audit System

10.00 Procedure for Changes to this Manual

The Graduate Council Chair or members or the Faculty Senate Curriculum Committee may review and make recommended changes to this manual. These changes are to be submitted to Graduate Council for approval. Once approved by Graduate Council, these proposed changes are to be submitted to FSCC for approval. Once approved by FSCC, these proposed changes are to be submitted to the Faculty Senate Executive Committee so it can be shared on the Faculty Senate floor for a discussion and vote. Each edition of the manual must also be submitted to the Office of Academic Affairs for review and approval.

The manual should be considered for review every three years.

11.00 Catalog Addendum

A catalog addendum is published in summer as needed and cannot include curricular changes that would negatively impact or create undue burden on a student. This includes but is not limited to changing program requirements, increasing minimum passing grades, or removing program or courses. The Office of Curriculum, Academic Effectiveness, and Policy Development will administer the addendum process.

Changes at the program level will begin with the academic year that starts in the fall after the summer addendum is published. For example, the Summer 2024 addendum will be effective for the 2024-2025 Academic Year.

Changes at the course level will be effective the spring following the addendum publishing date. For example, a course created or modified in the Summer 2020 addendum will be effective in Spring 2021.

Non-curricular updates will be effective in the academic year that starts in the fall after the summer addendum is published.