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GUIDE TO CURRICULUM CHANGE
POLICIES & PROCEDURES

CURRICULUM RESPONSIBILITY

CURRICULUM DEFINED

Conventionally, the word curriculum refers to individual courses of study or aggregations (programs) of such courses offered by the university. Programs may lead to degrees or certificates or they may identify concentrations or areas of study.

The curriculum is the university's primary means for providing learning opportunities for its students. The university is responsible for its curriculum. Thus, the curriculum must not promise more than it can provide, and the curriculum must not intentionally offer learning experiences for which the university is unwilling to be responsible.

DOMAIN OF THE FACULTY IN CURRICULUM MATTERS

The teaching faculty collectively, represented by the Faculty Senate, is the major force governing the curriculum of the university. The Faculty Senate acts on proposed alterations in the curriculum and policies for the conduct of curricular affairs. This Guide is a product of the Faculty Senate. Curriculum matters referred to the Senate are usually referred in turn to the Faculty Senate Curriculum Committee, a standing committee of the Senate.

As is shown on the curriculum approvals chart, p. 6, certain curricular changes are subject to examination by the Vice President for Academic Affairs and the Board of Trustees after the faculty review procedures have been met. (See pp. 26-28, Part VII, II, E of the CWU Policies and Procedures Manual).

Beyond the campus, legislation at the state level controls the range of
degree programs which may be offered; the Council for Postsecondary Education, largely in response to recommendations from its professional staff, reviews and makes recommendations regarding new degree program offerings by the university.

At the federal level, legislative decision making and interpretation impinge upon university programs.

UNIVERSITY CURRICULUM COMMITTEE

This committee reviews and approves all course deletions and changes in description, number, credits, or prerequisites. The committee makes recommendations to the Faculty Senate on all program changes and new courses.

Committee membership will consist of ten faculty and three students. Faculty members will serve three (3) year appointments (with terms staggered so that at least three members end their terms each year) and will be nominated by the Faculty Senate Executive Committee and appointed by the Vice President for Academic Affairs. Student members will serve one (1) year terms and will be appointed by the Vice-President for Academic Affairs upon nomination by the Board of Control.

The University Curriculum Committee reports to the Vice President for Academic Affairs.

OTHER COMMITTEES CONCERNED WITH CURRICULUM

The General Education Committee is responsible for reviewing and recommending policies regarding the general education requirements.

The Faculty Senate Curriculum Committee is concerned with studying, developing and recommending curriculum policies and has the responsibility of keeping the handbook, Guide to Curriculum Policies and Procedures, up to date.

The Graduate Council, Undergraduate Council, and Teacher Education Council are primarily concerned with review and recommendation on program additions.

PROCEDURES FOR CURRICULUM CHANGE

1. Proposals for curriculum change may be initiated by (a) students; (b) faculty
members; (c) deans.

2. Proposals are reviewed and may be approved or rejected by (a) departments (departments as a whole, departmental curriculum committees, or department chairmen); (b) committees responsible for non-departmental or interdepartmental programs.

3. Proposals approved at the departmental or program level are sent for review to the dean of the school/college within which the department or program operates.

4. Proposals are forwarded by the school/college dean to the graduate or undergraduate dean for routing to one of the Councils or to the University Curriculum Committee as specified below:
   a. All curriculum proposals, except those for new programs, will be sent to the University Curriculum Committee.
   b. Proposals involving the initiation of a new major, minor or program shall be sent to the appropriate council--Graduate, Undergraduate, Teacher Education. Following Council approval, new program proposals are routed to the University Curriculum Committee.

The three councils, Teacher Education, Graduate, and Undergraduate, will be kept informed of agenda matters before the University Curriculum Committee and may review and make recommendation regarding such matters to the University Curriculum Committee. Any proposal is judged on the basis of its feasibility, its compliance with the curriculum policies of the university, and its anticipated effects on the responsible pursuit of the university's educational mission.

5. All changes approved by the University Curriculum Committee will be placed in the minutes of the committee and copies of the minutes shall be sent to departments, academic deans, members of the Senate, members of the Senate Curriculum Committee and members of the three Councils. Minutes will include the committee's agenda to show proposals to be considered.

6. Proposals of the following types, if approved by the University Curriculum Committee, should be sent to the Dean of Undergraduate Studies or the Dean of
Graduate Studies, as appropriate, for incorporation in the next catalog and to the Registrar for implementation:

a. course deletion
b. course credit changes
c. course title change
d. course description changes
e. changes in pre-professional programs other than teacher education
f. changes in course number
g. changes in programs (except program initiations and deletions)
h. course modifications which involve
   (1) changing the level,
   (2) increasing or decreasing the total number of credits,
   (3) changing the course description substantially,
       should be submitted to the UCC as new course additions.
i. course modifications which are limited to
   (1) editing the title
   (2) editing the description or prerequisites, or
   (3) renumbering within the same level, or
   (4) deleting or appending prerequisites,
       should be considered as routine course changes.

7. Proposals of the following types, if approved by the University Curriculum Committee, are forwarded to the Faculty Senate:

   a. course additions
   b. program initiations
   c. program deletions

The proposals shall be considered for approval at the first regular Senate meeting which occurs three weeks or more after distribution of the proposals. Proposals which are approved by the Faculty Senate are sent to the Dean of Undergraduate
Studies or the Dean of Graduate Studies, as appropriate, for incorporation in
the next catalog and to the Registrar for implementation.

8. Proposals rejected at any level of review are to be returned to the department
or program of origin with a letter of explanation. Copies of the letter of
explanation are to be sent to each committee and/or dean previously approving
the proposal.

9. All courses and program changes, additions, and deletions should be considered
in terms of their effect upon the academic mission of the university and their
adherence to curriculum policy as outlined in this Curriculum Guide. Care should
be exercised to avoid needless suppletion and to assess the effects of
curriculum changes on departments which may be affected.

10. Whenever questions of curriculum policy are raised by curriculum proposals,
the Faculty Senate Curriculum Committee should be consulted.

11. Whenever questions or concerns of an administrative nature are raised, the
appropriate school/college dean should be consulted, as well as the Dean of
Graduate or Undergraduate Studies.

12. Proposals to add new degree programs are subject to review by the Washington
State Council for Postsecondary Education. In general, a new degree program is
defined as a change in level (i.e., Bachelor, Master), or type (e.g., Arts
Science, Fine Arts), or major (e.g., Biology, Microbiology, School Administra-
tion) from the current offerings of the college. Depending on the nature of
the proposal, differing types of information must be prepared for the Council's
review. To determine the application of Council policies to a given proposal,
see Appendix I.
CURRICULUM APPROVAL PROCESS

Departments/Programs

Appropriate Academic Dean

Graduate or Undergraduate Dean

Graduate Undergraduate Teacher Education Council

University Curriculum Committee

Faculty Senate

Vice President for Academic Affairs

Board of Trustees

Council on Postsecondary Education

SEE #4, P. 6

SEE #6, P. 6

SEE #7, P. 9
CURRICULUM RESPONSIBILITIES AT THE DEPARTMENT LEVEL

1. Initiation of curriculum changes for the department:

   Most curriculum modifications occur because of the changing needs, goals, and capabilities of departments. It is the responsibility of the department to revise curriculum offerings through its curriculum committee, the entire department faculty, or the chairman. Proposals for curriculum change will be returned to the department with a letter of explanation if such proposals are not approved at any point in the curriculum change process.

2. Coordination of curriculum changes with other departments or programs:

   Proposals for curriculum change that affect other departments or programs must be approved by the departments affected before being submitted to the school/college dean for approval. Such proposals that have not been approved by the departments affected will be rejected by the University Curriculum Committee and returned to the department of origin.

3. Responsibility for catalog copy:

   The department is required to proofread catalog copy of the curriculum offerings for that department. Final catalog copy is the responsibility of the Dean of Undergraduate and Graduate Studies in consultation with the department or office involved.
COURSE DESCRIPTIONS

NUMBERING OF COURSES

Freshman 100 through 199
Sophomore 200 through 299
Junior 300 through 399
Senior 400 through 499
Graduate 500 through 700

(Students may elect courses one year ahead of their present status except when otherwise designated or appropriate permission is granted.)

LOWER-DIVISION COURSES (100- and 200-LEVEL COURSES)

Lower-division courses generally do not have extensive college-level prerequisites (aside from preceding courses in the same sequence). They may require substantial secondary school preparation.

Lower-division courses usually are not limited to students majoring in the field in which the courses are offered.

Any lower-division course, assuming qualified staff and other resources are available, could be offered through a community college.

Survey courses which are general introductions to a field of study offered for nonmajors are lower-division courses, as are "orientation" courses.

UPPER-DIVISION COURSES (300- and 400-LEVEL COURSES)

Upper-division courses require substantial college-level preparation on the part of the student. Ordinarily this should be indicated in the course description by a discussion of recommended background which will describe to both students and advisors what is expected.

Recommended background can be indicated in several ways, among them:

(1) specifying particular courses (or their equivalents) which should have been completed prior to enrollment; (2) specifying a certain number of credits in specified
areas which should have been completed prior to enrollment; (3) specifying a certain number of total college credits which should have been completed prior to enrollment (or an equivalent such as "senior standing"); (4) specifying permission so that some sort of direct assessment of the student's qualifications is made.

GRADUATE COURSES (500-, 600-, and 700- LEVEL COURSES)

Graduate courses are usually open only to graduate students who have been formally admitted to a graduate program of the University. Seniors may enroll in graduate courses with the approval of the instructor of the course and the department chairperson. Credit earned in such courses may meet undergraduate or graduate program requirements, but not both. If the senior wishes to designate the course for a graduate program requirement, he must obtain the approval of the Dean of Graduate Studies & Research.

Some upper-division courses may be applicable for an advanced degree at the University within limitations of general University requirements and the appropriateness of a course to a particular degree, but this does not change the level of the credit.

NUMBERING SYSTEM

Courses shall be grouped according to common fields of interest—(i.e., Literature, Bird Study, Tests and Measurements, etc.) The first number may be different but the last two should be consistent.

Advanced courses should have the same last two numbers as beginning courses.
Sequence courses covering allied subject matter shall end in 1, 2, 3, etc.
New numbers must be cleared with the Dean of Undergraduate Studies before they are submitted to committees in order to prevent assigning the same number to more than one course.

The established basic plan for the numbering system, both as it applies to the institution as a whole and to the grouping within the subject field, will be followed.

Ending in 01 to 09

Introduction to Broad Areas
Ending in 10 to 89
Ending in 90
Ending in 91
Ending in 92, 93, 95
Ending in 94 (294 & 494 only)
Ending in 96 (296, 396, 496 & 596 only)
Ending in 97
Ending in 98
Ending in 99
Course No. 100
Course No. 700

Regular Department Courses
Field Experience. 1-15 cr.
Workshops. 1-6 cr.
Prof. Lab Experiences and Practicum. 1-15 cr.
Minicourses, 1 cr. May be repeated.
Individual Study. 1-6 cr. May be repeated. Prerequisite, permission of instructor.
Honors. 1-12 cr. Prerequisite, admission to department honor's program.
Special Topics, 1-6 cr.
Seminar. 1-5 cr. May be repeated.
Remedial Courses
Thesis. 1-6 cr.

A two-year moratorium exists on course numbers. (Course numbers may not be reused within a two-year period after they have been deleted.)

COURSE TITLE AND DESCRIPTION

The title of a course should describe very briefly that material which is covered in the course. Course descriptions need only be used when an elaboration is necessary and should be concise. Course descriptions can appropriately include prerequisites, or such qualifications as "not to be counted in the major." A course which introduces a discipline might properly have a description.

PREREQUISITES--JUSTIFICATION

Prerequisites to a course are appropriate if:

1. Certain basic skills are needed for success in the course.
2. A course is one of a sequence
3. A certain level of maturity and familiarity with the language of the discipline is necessary for success.
RESTRICTIONS ON COURSES

Departments may restrict students from enrolling in lower-level courses if the students have completed work in the department at a higher level, or if the students show competence in lower-level courses (and desire advanced study).

Credit for a course may not be given more than once unless the catalog specifies the course may be repeated.

CREDIT ALLOCATION TO COURSES

1. Activity courses, laboratory courses, workshops, practica, Field Experience
   A minimum of 20 class hours (16 clock hours) for each credit.

2. Lecture, Recitation, Discussion, Seminar, Special Topics, Minicourses: A minimum of one class-hour meeting and two hours of related work per week for each credit.


Courses may be allowed variable credits in their catalog listings. The above standards should be observed to determine credit allocation when the course is offered in the quarterly Class Schedule.

4. No more than two credits may be offered within a week or one credit within a three day period.

CATALOG HEADLINES

All departments are urged to make curriculum study and revision a year-around process, rather than a once-a-year effort. All proposals received in the Dean of Undergraduate Studies or Graduate Studies office prior to June 1st will receive action for the next biennial University Catalog. Proposals received after that date will be acted upon in order of their submission.

The responsibility of the University Curriculum Committee is to expedite the flow of curricular proposals to effect a positive "tempo of change" without risking superficial consideration of such proposals. In order to expedite consideration of their proposals it is important that departments respond to all back-
ground information requested on the curriculum forms. A hastily conceived proposal
does not serve the University well in the development of a quality curriculum.

IMPLEMENTATION

Curriculum actions of the Senate may be implemented as soon as they appear
in the published minutes of the Senate and must be implemented no later than their
publication in the public document appropriate to that action. Examples of such
documents are the biennial University Catalog, the quarterly Class Schedule, the
course change sheet distributed at registration, and the Curriculum Guide. These
publications shall reflect changes at the earliest opportunity. Policy changes
shall not be applied retroactively. In most practical cases, changes approved by
the Senate are implemented at the beginning of the next quarter after approval.
SPECIAL COURSES

INDIVIDUAL STUDY COURSES

"Individual Study" courses, (numbered -96, should include either
(1) study on specific topics that are not offered as separate courses, or
(2) other areas for which the student is prepared but which are not covered as
existing courses.

The content of "Individual Study" courses is planned so that at least
thirty hours of intensive study will be required per credit. The Individual
Study number may be repeated for credit.

Students wishing to register for "Individual Study" must, prior to regis-
tration in conference with the appropriate department representative, determine
the specific topic(s) to be studied and outline the study area; fill out an
"Individual Study Permit" form, including the outline on the back of the form;
and receive the approval signatures of the instructor and the department chairman.
Students may be given S/U or letter grade depending on the nature of the study.

SPECIAL TOPICS

Special Topics (-98) course proposals are, after approval by the
appropriate department chairman and dean, circulated to departments and deans
for a two week review period prior to final approval by the Dean of Undergraduate
or Graduate Studies. Each request must be accompanied by a rather detailed course
outline and the kinds of student work to be completed (reading, lab, etc.) must
be indicated along with number of credits and class contact hours, section size,
and any special requirements. Special Topics proposals must meet standards applied
to regular courses before approval will be granted. All course outlines must be
approved by the school dean, Dean of Undergraduate or Graduate Studies, and a
copy must be filed in the University Curriculum Committee office. After final
approval, the course may be offered for a period of three years. Any subsequent
offering must be resubmitted for approval.
WORKSHOPS

Workshops (-91) should meet the following criteria:

1. A minimum of 20 hours (16 clock hours) must be spent in class for each credit assigned to the workshop.

2. Complete outlines of the proposed workshop should be prepared by the intended instructor and approved by the chairman of the department.

3. All Workshop courses may be graded either S/U or by letter grade, depending on the nature of the course, upon recommendation by the instructor and with the approval of the department chairman and dean.

4. No more than 2 workshops with a combined total of no more than 8 credits may be applied to a master's degree program.

SEMINAR (-99)

A course in which students meet to report on and discuss their readings on research under the direction and with the participation of the instructor.

An outline of the proposed seminar should be prepared by the instructor and must be approved in the same manner as outlined above for special topics courses.

CONTRACTED FIELD EXPERIENCE (CFE) POLICIES

1. Credits and Numbering: The courses will be numbered 290 and/or 490. Credits are variable 1-15 for 490 CFE's, 1-5 for 290 CFE's, with one credit requiring 30 clock hours (or more, depending on CFE option) of on-the-job educational work (including library research, supervised work, individual projects, etc.) CFE courses may be repeated only when the course content is distinctly different. Generally credit will not be given for prior experience. If the assignment is terminated by the agency, the student will receive no credit.

2. The University shall recognize two primary forms of CFE's: "Intern" CFE's and "Co-op" CFE's. Internships are more intensively structured and more closely supervised for achieving learning objectives in a briefer time frame (30 hours per credit) and typically involve a single placement. Co-op CFE's seek
equivalent learning benefits per credit but are designed to better accommodate employers' needs and require longer placements (50 hours or more per credit). The intent of the Co-op program is to involve students in a series of CFE's alternated with in-class work starting as early as the end of the freshman year and including a total of 52 full-time equivalent weeks of work experience. However, individual students, such as transfer students, should be allowed to participate in a reduced portion of the full Co-op plan for a proportionately reduced number of credits. In addition, an internship may also be incorporated in a student's Co-op plan under these guidelines.

3. Initiation and planning of a CFE study: Enrollment in CFE courses is the student's responsibility. The student should be adequately prepared for the CFE study and it should be clear that the study is consistent with the student's program and will make a direct contribution to it. The student must have a CFE course agreement form completed and approved by a qualified faculty member, agency supervisor, appropriate chairperson, and dean. The form constitutes a study plan and must include a description of readings or research, dates of periodic reports, nature of planned conferences with supervisor, and the nature of the final report and/or examination. The outside agency shall cooperate with the supervising faculty member in planning the objectives and procedures of a CFE course.

4. Costs and/or pay: Any costs to the college or cooperating agency must be identified. Such costs may include travel and per diem for supervision, released faculty time, student wages, etc. The student shall not be put in a position where he is either in competition with regular employees or a source of cheap labor to the outside agency, rather, the objective shall be to provide the student with as widely varied an experience as is feasible.

5. Supervision: Field courses shall be under the direct supervision of the approving faculty member as part of the regular teaching load, who should be easily
available to the student in the field. Supervision of the field experience should be shared by the college and the cooperating agency. The agency's supervisor must be identified prior to approval of the experience.

6. Evaluation: Appropriate means of evaluation will be established between the student and faculty supervisor. The outside agency shall aid the supervising faculty member in evaluating the student's experience. The supervising faculty member will file a written report on each student's work, together with an S or U grade, with his department office.

7. The outside agency: In addition to other responsibilities, the cooperating agency must agree to the written description of field experience tasks, identify supervisor(s) and submit supervisor's qualifications to the appropriate university department.

8. Contracted Field Experiences (CFE's) shall occur only within a student's major or minor area of study. Furthermore, it is the prerogative of individual departments to place additional restrictions on allowing students to do CFE studies within their disciplines to those included herein. In no case shall a student be allowed to count more than 30 CFE credits toward his degree requirements, including those earned as 290 credits, 490 credits, and transfer field experience credits, from all departments and programs combined. The following guidelines represent the maximum allowable CFE credits which may be counted within the required credits of those areas of study:

a. Within a minor, no more than 5 CFE credits.
b. Within a 45-credit major, no more than 10 CFE credits.
c. Within a 60-credit major, no more than 20 CFE credits.
d. Within a 75-credit major, no more than 30 CFE credits.

9. Credits for internship CFE's alone should be restricted to a maximum of fifteen (15) credits in a baccalaureate degree program. Any additional CFE credit should be allowed only by participating in a Co-op plan.
10. The minimum requirements recommended for a student to enroll in a CFE shall be:
   a. At least 10 course credits completed within the student's major (or minor) to enroll in a 290 course in the major (or minor).
   b. At least 15 (preferably 20) course credits completed within the student's major (or minor) to enroll in a 490 course in the major (or minor), exclusive of previous CFE credits in the area.

11. Lower division (290) CFE courses should be allowed on a 1-5 credit basis, with permission to re-enroll to a maximum total of ten (10) credits. This same guideline should apply to transfer of work experience credit from community colleges, except where other direct inter-institutional transfer agreements exist, and also to enrollment in Interdisciplinary Studies 290.

12. Because educational advantage occurs when CFE's are alternated with related course work, continuous involvement in full-time CFE's shall not exceed fifteen (15) credits in any case without being alternated with at least 12 credits of in-class coursework.

13. Generally students should plan CFE's to occur before the last quarter prior to graduation. Otherwise, the CFE conflicts with the premise that the CFE program is integrally incorporated into the University's academic program.

OFF-CAMPUS OFFERINGS

The Vice President for Academic Affairs or his designee has the authority to decide whether courses may be taught off-campus for credit. Each request will be considered on an individual basis and will be submitted on forms available in the office of Off-Campus Programs prior to offering the course.

All of the following conditions should be met in order for a credit course to be taught off-campus:

1. The course should be a part of the University curriculum.
2. The course should be taught by a member of the University faculty or a person approved by the appropriate department following the provisions of the Faculty
Code for the appointment of faculty.

3. Students should have available the appropriate library materials, laboratories, special equipment and other facilities the course may require.

NON-CREDIT LEARNING EXPERIENCES

As a part of the continuing education of the general public, the University offers opportunities for learning which do not carry academic credit. Conferences, workshops, institutes, seminars, symposia, short courses and similar learning activities are offered to individuals for professional development, learning new skills or general information.

INTERNATIONAL PROGRAMS

The administration and faculty of Central Washington State University realize that modern education includes an increasingly recognized requirement to offer broad intercultural, academically sound opportunities of living and learning as well as more specialized training. The nature of the college commitment to such programs makes it mandatory that they be so structured that it will be apparent to all that they are an integral part of the academic offering. In addition, the administrative lines of responsibility should be such as to insure that the programs will be institution-wide in concept, objectives, and implementation. To fulfill this obligation, the University has been committed to the provision of such opportunities for either personal or vicarious learning experiences under the following guidelines:

1. The Director of International Programs shall be charged with coordinating and/or implementing all programs which involve either CWU students or faculty in any area outside the United States, and all sponsored international programs which involve foreign students or professors at CWU.

2. All financial arrangements for University sponsored International programs shall be made through the Office of International Programs. No employee of the University who participates in University sponsored International programs as
an employee shall receive any monies or gratuities from any source, in any way related to the program, other than the University.

3. International Programs shall not be expected to be self-supporting but may be partially supported by budgeted state funds.

4. Cooperative, consortia or federated arrangements are to be encouraged among educational institutions with similar aims and goals.

5. University sponsored programs shall meet the same academic criteria as would be required of similar programs on the home campus and a minimum prerequisite for admission to any such program (where credit is to be granted) shall be matriculated admission to the university.

a. The teaching staff shall consist of academic professionals who meet the standards for similar programs on the home campus.

b. The course offerings shall meet equivalent standards and conditions as those offered on the home campus.

c. Travel programs per se or commercially sponsored "Travel Study" programs will not be granted credit.

DEGREE DESIGNATION

The Bachelor of Arts degree designation is appropriate for those undergraduate study programs which have a broad liberal arts base (liberal education) and are non-professional in nature. No more than seventy-five quarter credits may be devoted to concentrations (major or major and minor).

The Bachelor of Science degree designation is appropriate for those undergraduate study programs which are intended to qualify graduating students for specific professional or occupational fields. Such programs include not only a study of theoretical concepts, but in addition, application of that theory to practical situations and human endeavors. A maximum of 110 quarter credits beyond the general college breadth requirements may be specified in a program. A maximum of 75 of
of these credits may be in one department.

The Bachelor of Arts in Education degree designation is appropriate for designated undergraduate study programs which prepare teachers and other certified personnel for the public schools of the State of Washington. Subject area concentrations shall be limited to sixty-five quarter credits (major or major and minor).

Policies regarding Bachelor of Arts in Education Majors and Minors are as follows:

1. Each department that prepares students in subjects commonly taught in the elementary schools may offer, if approved:
   a. A major of 44-46 credits for elementary teachers. For teaching in regular or self-contained elementary school classrooms the major must be accompanied by a Professionalized Subjects minor. The major may be composed of courses from a single department. If so, the major may be completed during the fifth year provided the students are under the three area (30-20-21) program. The major may be a broad area major composed of courses from several departments. If so, the major must be completed prior to graduation.
   b. One or more minors of at least 19 credits for elementary teachers. Each minor may or may not be composed of courses from a single department.

2. Each department that prepares students in subjects commonly taught in the secondary schools may offer, if approved:
   a. One or more majors of 44-45 credits for secondary teachers. The courses may or may not be from a single department. Students choosing such majors must complete, in another department or discipline, a minor, or sufficient credits to be endorsed for teaching.
   b. One or more minors of at least 19 credits for secondary teachers.
   c. A 60-66 credit broad area major. No more than 45 credits from the department offering this major may be used to satisfy the major requirement for graduation. The remaining 15-21 credits in the major must be from another
department(s). No minor is required.

d. A 60-66 credit major in which all courses may be from one department.

This major must require 2-4 courses in each of four or more areas distinctly different in content skills and materials and commonly taught in the secondary schools. No minor is required.

The Master of Arts degree designation is appropriate for those graduate study programs in the arts, humanities, and certain social science areas as determined by the Graduate Council.

The Master of Science degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences, and other fields not covered by the Master of Art or other professional degree designations.

The Master of Education, Master of Fine Arts, Master of Music and other designations of the form Master of (professional field) are used for those graduate study programs in professional areas with a distinct professional practice emphasis.
Proposals for new degree programs will be reviewed by the Washington State Council for Postsecondary Education. The material in this appendix is designed to aid in the preparation of proposals for Council review. The source of this appendix is Report No. 79-10, "Revised Guidelines for the Review of New Degrees and New Degree Programs," published by the Council for Postsecondary Education, June, 1979.

Some changes in degree programs constitute "new degree programs," requiring Council review; some do not. See the definitions below to find out whether your proposed change is a "new degree program." If it is, you must then determine whether it is a Category 1, 2, or 3 program. Varying amounts of information are required by the Council, depending upon category. Forms for supplying information to the Council on Category 1 and Category 2 programs may be found in the Council's Report No. 79-10 cited above. The last 27 pages of this report shows sample forms for use in these cases. Information relating to Category 3 programs may be supplied in a letter to the Council and should cover those points listed in "Elements of Primary Interest ..." below.
DEFINITIONS

"DEGREE" means: a certificate awarded as evidence of successful completion of a set of courses and related activities, including certification of experiential learning.

"DEGREE PROGRAM" means: a set of courses and related activities leading to a degree.

"DEGREE TITLE" means: the full designation of the degree including specification of LEVEL (Associate, Bachelor, Master, Doctor), TYPE (e.g., Arts, Science, Fine Arts, Business Administration), and MAJOR (e.g., Mathematics, Engineering, History). A Mathematics Department may grant the Bachelor of Science in General Mathematics (HEGIS Code, 1701), the Bachelor of Science in Applied Mathematics (HEGIS Code, 1703), and the Bachelor of Science in Statistics (HEGIS Code, 1702). These are three separate degrees for purposes of Council review. Should the Math Department further wish to grant a Bachelor of Arts in General Mathematics, this would constitute a fourth.

"NEW DEGREE" means: any certificate for which the proposed degree title differs from any other offered by the proposing department or unit in one or more of the three specifications (LEVEL, TYPE, AND MAJOR). A program leading to a new degree need not involve the creation of any new courses, positions, or other elements but may be constituted entirely of existing elements (e.g., an interdisciplinary curriculum leading to a new master's degree program) and still require review. However, an option within an existing major (e.g., a concentration in State and local government within a Political Science major) would not constitute a new degree for the purposes of these guidelines.
"PRELIMINARY PLANNING STATEMENT" means a brief outline of the program to be proposed, submitted early in the development of the proposal, and:

1) presenting a short description;
2) identifying the presumed need;
3) estimating the cost.

"PROPOSAL" means: a description of the proposed program and its projected effects, presented in the format of these guidelines.

"HEGIS TAXONOMY CODE" means: the sets of two-digit and four-digit numbers developed by the National Center for Educational Statistics to classify programs. Each degree program at an institution is assigned a four-digit designation. (A copy of the HEGIS TAXONOMY is available at each institution.)

"CATEGORY 1 PROGRAM" means: a degree program for which a preliminary planning statement, followed by all items in the proposal format, is required. Included in this category are:

a) all new doctoral degree programs;
b) all new master's and baccalaureate degree programs in a two-digit HEGIS category not currently used at that level by the proposing institution.

"CATEGORY 2 PROGRAM" means: a degree program for which no preliminary planning statement is required but for which all items in the proposal format should be completed. Included in this category are:

a) other new master's degree programs requiring additional library, facility, faculty, or support resources,
b) other new baccalaureate degree programs involving additional library, facility, faculty, or support resources.
"CATEGORY 3 PROGRAM" means: any remaining non-doctoral program. For these programs a descriptive statement contained in a letter of information to the CPE is sufficient. Additional information may be requested, as necessary. This process may also be employed for semantical and non-substantive changes for programs at all non-doctoral levels.

Elements of Primary Interest in the Council Review of New Degree Proposals

I. Description of the Program
   A. Objectives
   B. Characteristics
   C. Content

II. Evidence of Program Need
   A. Student Need:
      1. Student inquiries and applications
      2. Alternative programs at the institution
      3. Career orientation
   B. Institutional Need:
      1. Interrelated programs at the institution
      2. Faculty development
      3. Institutional priority of program area
   C. Societal Need:
      1. Career market analysis
      2. Social problem solving potential
      3. Similar programs in the state and region
      4. External agency support (state, regional, and national)
III. Program Quality
A. Curriculum (National Standards)
B. Faculty (existing and additional)
C. Accreditation (program and related programs)
D. Placement of graduates from related programs

IV. Institutional Fit
A. Institutional Role and Mission
B. Fit with Other Institutional Programs and Functions

V. Fiscal Requirements
A. Staffing (faculty, administrators, etc.)
B. Facilities
C. Support (libraries, computer, etc.)

Decisions must be made at all points (both internal and external) on the relative merits of a proposal and the balance of quality, need, cost, and institutional fit. The relative weighting of the elements will depend upon the nature of the proposed program. For example, professional degree programs normally bear a close relationship to demand for trained individuals. More general programs, and particularly highly interdependent programs performing a service for adjacent programs, may be less closely tied to the specific market for graduates, but qualitative evaluations and detailed evidence of reallocation of resources, and interrelationship and lack of overlap with other programs, may become especially important.

PROCEDURE FOR REVIEW OF NEW DEGREE GUIDELINES

The normal procedure for Council review of proposals is scheduled to coordinate with the legislative budget cycle and with the academic calendar. Twenty copies of proposals for Category 1 and 2 programs
should be transmitted to the Council office on or before October 1, of
the calendar year which precedes the first year in which the program is
proposed to be offered.

In the case of Category 1 programs, transmittal of a proposal must
be preceded by a preliminary planning statement submitted at least six
months earlier.* One copy of the preliminary planning statement is
sufficient for this purpose. Institutions will be notified of staff
recommendations on proposals no less than two weeks in advance of the
general release of the staff report on the program. Council action on
proposals generally will be scheduled prior to the following April 30.

The flow chart on the following page illustrates the normal
sequence of events from the conception of a new program to the point of
implementation.

After deciding to plan a new degree program, the institution
enters informal discussions with the staff of the Council to deter-
mine whether the program to be proposed is of such a nature as to
require a preliminary planning statement. Such a preliminary
planning statement will be reviewed by the staff and comments
forwarded to the institution.**

The main stage of the review begins with the transmittal of a
complete proposal on or before October 1, for inclusion in the normal
review agenda. As noted previously, in such cases final action by the
Council will be scheduled before the following April 30. Following such
action, the Council recommendation will be forwarded to the institution.

*See "Definitions" section.

**In certain exceptional cases (e.g., a major programmatic departure
from the institutional role is currently defined) the preliminary
planning statement may be taken to the Council for review.
### Procedure for Review and Recommendation of New Degrees or New Degree Programs

<table>
<thead>
<tr>
<th>Pre-Planning Stage</th>
<th>Planning Stage</th>
<th>Recommendation &amp; Implementation Stage</th>
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<tbody>
<tr>
<td><strong>Public Baccalaureate Institutions and the State Board for Community College Education</strong> (vocational programs requiring more than 2 calendar years or 120 quarter credit hours)</td>
<td><strong>Decision to plan program for new degree includes curricular expansion of existing vocational programs beyond 2 calendar years or 120 quarter credit hours</strong></td>
<td><strong>Submit Proposal</strong></td>
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<td><strong>Informal Discussion</strong></td>
<td><strong>Submital of preliminary planning statement.</strong></td>
<td><strong>Implement Program</strong></td>
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<tr>
<td>1. Need for preliminary planning proposal</td>
<td>1. Description</td>
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<td>2. Agreement on HEGIS code designation</td>
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<td>3. Cost</td>
<td>3. Cost</td>
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<tr>
<td><strong>Review of preliminary planning statement and staff comments to institution</strong></td>
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<td><strong>Review of Proposal and Recommendation to Council</strong></td>
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<td><strong>Final Action</strong> (by April 30)</td>
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<td><strong>Budgetary Adjustment and Statutory Changes</strong></td>
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**Council for Post-Secondary Education**

**Members**

**Executive and Legislative Branches**
The Council recommendation will be accompanied by an offer to participate in subsequent discussions of the action with the governing board of the institution and an invitation to the governing board to submit a response, if desired, to the recommendation. Such governing board comments, so identified, will be included in the Council report on the program submitted to the Office of the Governor and appropriate committees of the Legislature.

Favorable Council recommendations are predicated on the assumption of institutional evaluation of new programs not later than the fifth year of their operation. The evaluation should compare the program with the projections in the proposal and examine the nature, cause, and effects of any significant departures therefrom. A final report on the evaluation should then be transmitted to the Council. The report should contain the findings of the review and, as appropriate, a description of actions necessary to improve the program.

*See "Evaluation" section for further comments on this requirement.
APPENDIX II

QUESTIONS WHICH OUGHT TO BE USED BY
DEPARTMENT CURRICULUM COMMITTEES AND
CHAIRPERSON WHEN REVIEWING CURRICULUM
PROPOSALS PRIOR TO SUBMITTING THEM

<table>
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<th>COURSES</th>
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Additions:

Are sound reasons for addition indicated? _____
Are all costs identified? _____
Is the course outline complete and thorough? _____
Are special materials, travel, reference, space, rooms, etc., identified and itemized? _____
Are numbers of students anticipated, so stipulated? _____
Is the frequency of teaching indicated? _____
Should the course be offered on a trial basis with an appropriate evaluation submitted? _____
Has the course been offered before? _____
Is the course related, duplicative, or an infringement on another department's offering? _____
Is or should the course be cross-listed? _____
What effect will offering the course have on existing programs, course loads, etc.? _____
Have all costs been approved by Deans? _____
Have all costs been approved by Department members? _____
Have all costs been approved by Department Chairman? _____

Are all "hidden" prerequisites identified in a lead paragraph? _____
Are the courses listed in sequence? _____
Are all courses listed in the catalogue? _____
Do all credits match the course descriptions? _____
Do total credits match the course descriptions? _____
Are reasons for the program change identified? _____
Do titles match course titles in catalogue? _____
Do credits tally properly? _____
If costs are involved, are they identified and itemized? _____
Are number of students indicated who are affected by the program? _____
Are all departments whose courses are listed (deleted) informed? ____

What evidence is there that this has occurred? ____

Does the program change reflect a trend elsewhere? ____

Does it meet requirements of other institutions? ____

Was this a departmental decision? ____

Was the department informed? ______

If only one instructor is capable of teaching the course or of handling the program, what will happen if the instructor leaves? ____

How many course-credits are required to be offered by a particular instructor? ____

How many free electives are presently offered by the department? ____

How many courses now listed in the catalogue are taught infrequently? ____

What areas of the department need strengthening and how will the change affect the area(s)? ____