

**GRADUATE CURRICULUM COMMITTEE**  
**CURRICULUM PROPOSAL GUIDELINES AND PROCEDURES**

Fall 2008

Preface

This document is intended as an informational source for the University Community with respect to the guidelines and procedures of the Graduate Curriculum Committee. Part I provides guidance for the development of curriculum proposals for courses, sequences, degree programs, and certificates. (See Part III for proposal cover sheets.) Part II summarizes the operations and functions of the Graduate Curriculum Committee. Part III includes supplemental materials for the preparation of curriculum proposals. These guidelines are subject to interpretation by the Graduate Curriculum Committee in some areas and open to revision at any time.

Table of Contents

	Page
Part I. Guidelines for Curriculum Proposals	
A. General Guidelines	3
1. Deadlines	3
2. Definitions	3
3. Effective Dates for New Regular Offerings	6
4. Course Levels Defined	6
5. Course Deletions Under Four-Year Rule	7
6. Course Deletions at Departmental/School Initiative	7
7. Materials Charge Request/Change	7
B. Course Approval Components	9
1. Curriculum Flow Chart for Graduate Courses	8
2. Course Proposals for 300-level Regular Offerings for Graduate Credit	9
3. 400- and 500-level Courses	10
4. Temporary Courses ('89s), Workshops ('93s, 429x), and Institutes ('97s)	11
5. Professional Practice	12
6. Decimalized Courses	13
7. Interdisciplinary Proposals	13
8. Exceptions	13
C. Program Approval Components	15

1. Curriculum Flow Chart for Graduate Programs	14
2. Request for New Program Approval: Reporting of Financial Implications – Required	15
3. Degree Programs/Sequences/Certificate Programs	15
Part II. Organization and Function of Graduate Curriculum Committee (GCC)	18
A. Membership	18
B. Chairperson	18
C. Function	19
Part III. Attachments	20
A. Curriculum Deadlines	21
B. Guidelines for Submitting New Course and Revised Course Proposals	22
C. <b>New Course and Course Revisions Cover Sheet*</b>	25
D. <b>New Program, Deleted Program, Program Revisions Cover Sheet*</b>	26
E. Request for Approval of a Subdivision of a Degree (Sequence) or Degree Program Name Change	27
F. Program/Sequence Deletion Request	27
G. Request for Graduate Certificate Program Name Change	28
H. <b>Selected Studies or Workshop Proposal Cover Sheet*</b>	29
I. <b>Professional Practice Course Cover Sheet*</b>	30
J. Checklist for 300–level course proposals	31
K. Checklist for 400- and 500–level new course proposals	32
L. Checklist for 400- and 500–level course revisions	33
M. Checklist for Temporary Courses, Workshops, and Institutes	34
N. Checklist for New, Revised, or Deleted Programs, Sequences, and Certificates	35

\*May be reproduced.

## PART I. GUIDELINES FOR CURRICULUM PROPOSALS

### A. General Guidelines

#### 1. Deadlines

a. Courses. Curriculum proposals involving new courses and changes in courses at the 400 and 500 levels must be received by the Graduate School by the deadline specified on the Curriculum Deadlines Sheet to allow action and possible inclusion in the Graduate Catalog. It should be noted that the College Curriculum Committee will need to receive the proposals earlier in order to give them time to complete their action on the proposals prior to forwarding them to the Graduate School for review.

b. Programs (Degree Programs, Sequences, and Certificates). Proposals for new degree programs, sequences, and certificates should be received by the Graduate Curriculum Committee by the date specified on the Curriculum Deadlines Sheet in order to be given proper study within the University and still ensure that they will be included in the June report to the Illinois Board of Higher Education, should they be approved.

#### 2. Definitions

Several words carry special meanings when they occur in Graduate Curriculum Committee considerations. Among these terms are the following:

Concentration - A subdivision of a degree without specific requirements that is provided for advisement only. Concentrations are not designated on University transcripts. All informal curricular recommendations made by departments/schools (such as emphases, tracks, areas of study, specializations, etc.) should be entitled concentrations. Because concentrations are advisory only, have no required courses, and do not appear on University transcripts, no approval process is required.

Credit/No Credit Courses (CR/NC) - Certain courses (e. g., 393, 397, 429X, 493, 498) may be offered on a CR/NC basis. Departments/Schools must obtain approval in advance from the Graduate School. CR/NC courses are not computed in the GPA and do not count toward a degree program unless approved through the curricular process.

Cross-Listed Courses - An agreement between two or more departments/schools to offer the same course in each of their departments/schools. The departments/schools involved shall present to the Graduate School an operational definition of cross listing as jointly agreed for the course. Approval and termination of the cross-listing agreement is subject to the approval of the Graduate School.

Decimalized Courses - Topics courses, seminars and other more general courses are initially approved by the Graduate School following the procedures for new courses. The approval of new topics, which are decimalizations of the basic course, require only the approval of the originating department chairperson/school director and the Graduate School.

Degree - A program which has specific requirements and number of credits, including a common core for all students seeking a particular degree. Degrees are approved through the curricular process through the Board of Higher Education. A graduate degree may be referred to as a major in the University system. Types of degrees and their specifications are identified in the Graduate School Bylaws, Regulations and Procedures.

Distance Education - Distance education, for the purposes of curriculum review and development, is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same location at the same time. Instruction may be synchronous or asynchronous. Distance education may employ such elements as correspondence study, or audio, video, or computer technologies (see the Distance Education Web site at [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)). Field-based courses such as professional practice courses (398, 498, or 598) are not considered distance education.

Individuals who are preparing proposals for distance education courses should check the appropriate place for Distance Education on the *New Course and Course Revisions Cover Sheet*. When preparing a course proposal where the delivery format of the course is being revised from regular to distance education format (or vice-versa), check the appropriate place under "Revised Course" on the *New Course and Course Revisions Cover Sheet*. If the only revision to the course is in delivery format, the only signatures needed on the cover sheet before forwarding it to the Graduate School are those of the Department Chair/School Director and College Dean.

General Courses - Courses with a common course description and identified with a university-wide common number may be offered in each academic department/school. Examples are 400 Independent Study, 393 Workshop, and 499 Master's Thesis.

Graduate Certificate Program - Graduate-level certificates are graduate courses of study approved by an academic unit designed to provide professional development and career advancement opportunities, broaden career options, or enhance an individual's skills or education as part of the process of life-long learning. These certificates are not part of degree programs, although courses completed as part of a certificate curriculum could be used in meeting degree requirements, where appropriate. (See specific information under Section C, "Program Approval Components.")

Independent Study - Intensive study in a special area of the student's interest under the direction of a qualified member of the faculty. Each individual investigation is to culminate in a comprehensive written report and/or examination and/or artistic project.

Institute - Federal and state sponsored (or similar) short-term programs requiring treatment of subject matter of a special nature, often for special groups. Institutes are designated by the number 397 and must be approved by the Provost's Office prior to the Graduate School.

Integrated Bachelor's/Master's Degree - A program that allows students to complete an undergraduate and graduate degree in the same disciplinary area within a timeframe that may be less than the traditional bachelor's and master's programs. Both degrees are received simultaneously upon completion of all program requirements for both degrees. After approval by the College Curriculum Committee, the proposals proceed

simultaneously through the University Curriculum Committee (undergraduate) and the Graduate Curriculum Committee (graduate).

Professional Practice - Professional Practice (498, 598) is a supervised work experience in local, state, national, and international businesses, agencies, institutions, and organizations. The experience is planned, administered, and supervised at the departmental/school level and coordinated through the Office of Professional Practice, located in the Career Center. If the site is in an educational agency or institution, the placement must be approved by the Office of Clinical Experiences and Certification Processes. Written objectives and modes of evaluation shall be approved by the faculty supervisor and department chairperson/school director prior to the beginning of the semester. In a degree program, Professional Practice 498 cannot constitute more than 20 percent of the hours applied for graduation. Professional Practice courses require the approval of the Graduate School.

Professional Practice is open only to graduate students who have completed considerable work in a degree program, who are in good academic standing, and who have demonstrated ability to profit from professional practice experience.

Seminar - A regular meeting of students under the guidance of a faculty member in which each conducts research and exchanges information, problems, and results through informal lectures, reports, and discussion.

Sequence - A subdivision of a degree in which there are specific requirements. Sequences of the same major generally share a common core within a major. Sequences are designated on University transcripts. New sequences require approval through the curricular process including the Academic Senate through the Provost. Sequences not judged to be reasonable and moderate extensions of present curricular authorizations may not be approved.

Temporary Courses - Courses serving a temporary need for a period of time not to exceed three years. Temporary courses often are used to experiment with a new curricular design, to take advantage of the skills of a faculty member who will be at the University for a limited period, or to respond to particular interests of students. Temporary courses are designated by the numbers 389, 489, and 589.

A 389, 489, or 589 course may be offered up to three times after the first offering within, but not beyond, a period of three years from the date of its first offering. After the three-year period, a 389, 489 or 589 course may be offered only if it has been approved as a permanent course. A 389 must receive approval from the Provost's Office before it can be forwarded to the Graduate School.

Workshop - Intensive and applied work on special problems in one or more subject areas. Workshop opportunities are provided on special problems not covered in any regular University course. Workshops are designated by the number 393, 493 or 429X. A graduate-level workshop differs from a regular course in that it offers not only a solid theoretical component but has a practical "hands-on" character and offers *intensive* work in a given area of knowledge. A workshop also differs from an '89 offering in that it is not experimental. Courses proposed for workshops should be designed for a specific clientele and intended to provide an updating of skills and knowledge needed by that clientele, and

should offer a combination of material and/or approaches not ordinarily found in existing courses at the University.

Workshops may be offered for graduate credit at either the 300 or 400 level. Workshops for graduate credit at the 400 level may be either for graduate degree credit in the department/school offering the workshop or in another department/school (493) or not for graduate degree credit in any department/school (429X). These workshops are described as follows:

393 Workshop - Advanced workshop for juniors, seniors, and graduate students. Credit will be given by the department/school offering the workshop. Must be approved by the Provost's Office prior to the Graduate School.

493 Workshop - Intensive and applied workshop for graduate students. Designed as an opportunity for acquiring advanced knowledge and intended primarily for teachers and other in-service professionals. Credit will be given by the department/school offering the workshop.

429X Professional Development Workshop - Intensive and applied workshop for graduate students. Designed as an opportunity for updating skills and knowledge and intended primarily for teachers and other in-service professionals. Credit will be given by the department/school offering the workshop. **Not for credit toward a graduate degree program.**

### 3. Effective Dates for New Regular Offerings

Courses, as a rule, will become effective when approved by the Graduate School.

### 4. Course Levels Defined

300-399 Advanced undergraduate courses. Open to juniors, seniors, and graduate students. Where the course has been approved for inclusion in the Graduate Catalog, graduate students will ordinarily receive graduate credit. Courses at this level must be approved for undergraduate credit and cannot be restricted to graduate students.

Graduate students may receive graduate credit for 300-level courses only when the content and evaluation criteria used are appropriate to graduate-level education. The level of competence must be demonstrated through the requirements and content of the course. Additional requirements, the application of more rigorous standards, or other acceptable means for the education of graduate students in 300-level courses should be instituted by the faculty and department/school offering the course. Graduate credit should not be awarded to students who have completed the same requirements or have been evaluated by the same standards as students enrolled for undergraduate credit. Graduate students who wish to complete undergraduate requirements should change their enrollment for that course from graduate to undergraduate credit.

The major department/school shall have the primary responsibility for deciding upon the acceptability of a particular course as a part of a student's graduate program and should be prepared to justify such a decision if necessary.

400-499 Graduate courses.

500-599 Courses limited to advanced graduate students in terminal degree programs such as the Ed.D., M.F.A., and Ph.D.

#### 5. Course Deletions Under Four-Year Rule

Regular graduate courses will be deleted from the Graduate Catalog if they are not offered with enrollment (i.e., if they do not appear in the official tenth-day report with enrollment) during the previous four years. In exceptional cases, a one-year delay of this action may be granted by the Graduate School. Courses at the 300 level that are deleted from the undergraduate catalog will also be deleted from the graduate catalog.

Reinstatement of a deleted course should follow the procedure for new course proposals. Decimalized courses are deactivated rather than deleted.

#### 6. Course Deletions at Departmental/School Initiative

The process of approving a course deletion is the same as for approving a new course. That is, a proposal should be submitted and should include a rationale for the deletion. These proposals will be reviewed administratively by the Graduate School and reported to the Graduate Curriculum Committee and the Graduate Council. Courses at the 300 level that are approved for undergraduate deletion by the Provost's Office will be deleted at the graduate level as well.

#### 7. Materials Charge Request/Change

The Registrar's Office can be contacted for forms necessary for a materials charge request. Forms for materials charges or changes in materials charges must be forwarded to the Registrar's Office.

## B. Course Approval Components

### 1. Curriculum Flowchart for Graduate Courses (See page 8.)

### 2. Course Proposals for 300-Level Regular Offerings for Graduate Credit

a. Approval Process. All new courses, changes in course levels, or changes in course hours for 300-level courses must be approved by the Graduate School after being approved by the Provost's Office. Teacher education courses and programs must be approved by the Council for Teacher Education. Use the *UCC New Course and Course Revisions Cover Sheet* for 300-level courses.

b. Exceptions. There are two exceptions to the above 300-level course approval process: (1) For regular courses in Interdisciplinary Studies, the General Education Program (located in the College of Arts and Sciences) acts as the College Curriculum Committee, and (2) a request to add graduate credit to an existing 300-level course can be submitted directly to the Graduate School by the Department Chair/School Director, using the *UCC New Course and Course Revisions Cover Sheet*, checking the request for graduate credit, and attaching a rationale for graduate credit (described in item "d." below) and a syllabus.

c. Deadlines. The Graduate Curriculum Committee deadline for 300-level course proposals, to assure inclusion in the next Graduate Catalog, is noted on the Curriculum Deadlines sheet. Proposals to add graduate credit to existing 300-level courses should be submitted to the Graduate School by this date. Proposals not yet approved for undergraduate credit must first be reviewed in the Provost's Office, who will then forward the proposal to the Graduate School for review.

d. Preparing Course Proposals. Prepare proposals using the UCC Guidelines and the *UCC New Course and Course Revisions Cover Sheet* for 300-level courses and changes. Include a rationale for making graduate credit available to graduate students. Include in this rationale:

1) A statement of additional requirements expected of graduate students (e.g. writing assignments or research projects) or special procedures for evaluating work submitted by graduate students (e. g., different grading scale, different level of expectation for similar assignments), or other means appropriate to the discipline for differentiating graduate from undergraduate work. If such a differentiation of graduate and undergraduate credit is unnecessary or inappropriate, attach an explanation.

2) A statement of the role of the course in the curriculum (e.g., will it primarily serve degree students without undergraduate majors in the discipline, all degree students, students in other degree programs). Include a statement of any restrictions on who should or should not receive graduate credit (e. g., Must have graduate standing).

3) A statement summarizing the background required to successfully complete this course (e. g., prerequisites or prior work experience).

4) A bibliography (Note: The bibliography is a list of major books, journals, and other reference materials, used by the library to ensure that an adequate collection exists to support the course. It is not necessary to provide a reading list that includes individual journal article titles.)

### 3. 400- and 500-level Regular Courses

a. Preparing Course Proposals. Proposals for new and revised 400- and 500-level courses should follow the *Guidelines For Submitting New Course and Revised Course Proposals* (included in the Attachments section of these Guidelines) and be attached to the *New Course and Course Revision Cover Sheet*. When deleting courses, the cover sheet is to be completed and a rationale for deletion attached, indicating the impact, if any, on other degree programs.

b. Proposal Requirements. All new 400- and 500-level courses and course revisions, e.g., changes in hours, requirements, or levels, must be submitted to the Graduate School. Before proposals are considered by the Graduate School, they must be signed by the Department/School Curriculum Committee Chairperson, Department Chairperson/School Director, College Curriculum Committee Chairperson, and the College Dean. Courses and programs involving certification or recognition by the Illinois State Board of Education must also pass the Council for Teacher Education.

c. Exceptions. The exceptions to the above procedures for 400- and 500-level courses are those approved by the Graduate Curriculum Committee for inclusion as regular offerings in Interdisciplinary Studies. In these instances, the Graduate Curriculum Committee acts as the College Curriculum Committee.

d. Circulation/Objections. The descriptions of 400- and 500-level course proposals are circulated by the Graduate School to all colleges, departments/schools, and members of Graduate Council prior to curricular review. Following this circulation, course proposals will be available in the Graduate School for a review period of two weeks.

Objections: When a course proposal receives objections because of overlap with other courses and programs, the proposal will be returned to the originating department/school. Proposals receiving objections other than for overlap may be returned, or the objection may be addressed by the Graduate Curriculum Committee. When proposals are returned, the originating department/school should contact the appropriate chairs, faculty, and/or deans within fifteen days and attempt to resolve the objections. If the issues can be resolved, the originating department/school should resubmit the proposal to the Graduate Curriculum Committee with an explanation. Letters acknowledging resolution of the problem from the departments/schools or graduate faculty that initiated the objection should accompany the resubmitted proposal. Unresolved issues may be forwarded by the originating department/school to the Graduate Curriculum Committee for resolution.

e. Review/Approval. Proposals to which no objections have been raised will be reviewed administratively, and approved proposals will be reported to the Graduate Curriculum Committee. When unresolved objections exist, the course proposals are reviewed by the Graduate Curriculum Committee.

Proposals needing revision will be returned to the department/school for reconsideration.

f. Notification of Actions. All actions taken by the Graduate Curriculum Committee will appear in Committee minutes. All approved course proposals will be reported to the Graduate Curriculum Committee and the Graduate Council and will be recorded in their distributed minutes.

4. Temporary Courses/Selected Studies ('89s), Workshops ('93s, 429x), and Institutes ('97)

a. Approval Duration for '89s. Temporary/Selected Studies ('89) courses may be offered, after the first offering, up to three times in a period not to exceed three years after the first offering. For an '89 course to be offered again, the course must be approved as a regular number through the curricular process.

b. 300-Level Proposals. Proposed 389 (Selected Studies), 393 (Workshops), and 397 (Institutes) courses should first be submitted to the Provost's Office following the procedures for these courses specified in the Curriculum Guidelines for the University Curriculum Committee. The Provost's Office will forward course proposals requesting graduate credit to the Graduate School following the approval of the proposal for undergraduate credit.

c. 400/500-Level Proposals. Proposed 493 Workshops go through the regular curricular process and are to be submitted to the departmental/school and college curriculum committees. Proposed 489 (Selected Studies), 429X (Professional Development Workshops), and 589 (Selected Studies) courses must be signed by the Department Chair/School Director and submitted to the Graduate School. The specific procedures are as follows:

- 1) Contact the Graduate School (8-2583) to request a course number.
- 2) Complete the *Selected Studies or Workshop Cover Sheet* and attach a syllabus containing at least the following information:
  - a) Departmental/School title, course number, course title, semester hours credit, prerequisites.
  - b) Overview of the course, containing general aims and objectives (one or two paragraphs).
  - c) Specific goals that students will be expected to achieve.
  - d) Content outline (including topics and subtopics).
  - e) Required and optional readings.
  - f) Required and optional student tasks such as papers, projects, or community experiences.
  - g) Number and type of devices for evaluating student performance.
  - h) Rationale and requirements for graduate credit for the course.
  - i) In addition to supplying the required information above, proposals for 493/429X Workshops should answer the following questions:
    - i. For what clientele is the workshop designed?
    - ii. What is the duration (in days or weeks) of the workshop?

- iii. What is the ratio of contact hours of instruction to credit hours granted?
  - iv. How much and what types of reading and writing are required in the workshop?
  - v. How much and what types of out-of-class preparation are required in the workshop?
  - vi. What is the format or delivery system of the workshop?
  - vii. How does the course accommodate to the necessity for offering both theoretical content and practical "hands-on" experience to the students?
  - viii. What are the topics or subjects to be treated in the workshop?
- 3) For 4/589s and 429X, send syllabus and forms, with the Department Chair/School Director's signature, to the Graduate School for approval. Descriptions for 4/589s and 429X are not circulated.
  - 4) For 493 Workshops, the curricular process for regular courses will be used. Send forms and syllabus to the Department/School Curriculum Committee. After approval the DCC/SCC will forward to the College Curriculum Committee for approval and signatures.

Courses received in the Graduate School by the CCCs will be included on the circulation list of new course proposals and will be available for review in Hovey 309 during the two-week circulation period. Those 493 course proposals drawing objections because of overlap with other courses will be returned to the originating department/school. (See paragraph pertaining to objections under Part I, B.3.d.)

- 5) 4/589, 493/429X, and 397 for graduate credit course proposals will be reviewed administratively by the Graduate School and reported to the Graduate Curriculum Committee and the Graduate Council.

## 5. Professional Practice (498, 598)

All departments/schools that wish to offer Professional Practice must have a curriculum proposal approved by the Graduate School prior to use. The proposal should be consistent with the definition of Professional Practice and the procedures already established. They are as follows:

a. A common course number, 498 or 598, will be assigned for professional practice. The preferred title for '98 courses is "Professional Practice" or "Professional Practice" followed by a descriptive title. Decimalization of 498 and 598 is permitted when a department/school has more than one valid fieldwork offering.

b. Professional Practice is a supervised work experience in local, state, national, or international businesses, agencies, institutions, or organizations. The experience is planned, administered, and supervised at the departmental/school level and coordinated through the Office of Professional Practice, located in the Career Center. If the site is in an educational agency or institution, the placement must be approved by the Office of Clinical Experiences and Certification Processes. Written objectives and modes of evaluation shall be approved by the faculty supervisor and department chairperson/school director prior to the beginning of the semester. In a degree program, Professional Practice 498 cannot constitute more than 20 percent of the hours applied toward graduation.

c. Professional Practice is open only to graduate students who have completed considerable work in a degree program, who are in good academic standing, and who have demonstrated ability to profit from professional practice experience. (The *Professional Practice Course Coversheet* can be found in the Attachments section of these Guidelines.)

#### 6. Decimalized Courses

a. Topics courses and seminars are initially approved by the Graduate School following the procedures for new courses.

b. The approval of new topics, which are decimalizations of the basic course, require only the approval of the originating department chairperson/school director and the Graduate School. The Graduate School (8-2583) should first be contacted to obtain a decimal number. A written request should then be sent to the Graduate School, accompanied by a content outline or course syllabus clearly explaining the new topic course and its direct relationship to the basic course.

#### 7. Interdisciplinary Proposals

Interdisciplinary proposals must show the signatures of the departments/schools which are involved and have the approval of the College Deans and College Curriculum Committees of the colleges whose departments/schools are involved.

#### 8. Exceptions

Exceptions to the above are those proposals generated directly from the Graduate School. In those cases the proposals must be approved by the Graduate School and have the approval of the Graduate Curriculum Committee and Graduate Council.

## C. Program Approval Components

1. Curriculum Flowchart for Graduate Programs (See page 14.)
2. Request for New Program Approval: Reporting of Financial Implications – Required

Based upon Academic Senate action (March 24, 2004), prior to submitting a new degree, sequence, or certificate program through the curricular process, a graduate version of the *Request for New Program Approval: Reporting of Financial Implications* form (available on the Academic Senate Web site at [www.academicsenate.ilstu.edu/documents.html](http://www.academicsenate.ilstu.edu/documents.html)) must be approved by the Department/School Curriculum Committee, the Department Chair/School Director, the College Dean, the Provost, the Teacher Education Council Chair (if applicable), the College Curriculum Committee Chair, and the Graduate School. Following approval by the Graduate School, the form is returned to the academic unit and is attached to the curricular proposal for the new program (which should also include a *Graduate New/Revised/Deleted Graduate Programs Cover Sheet* and other documentation as required). This package is then forwarded by the Department/School Curriculum Committee to the College Curriculum Committee according to the usual curricular process.

### 3. Degree Programs/Sequences/Certificate Programs

a. New Degree Programs. New degree programs must be approved by the Department/School, College, Graduate School, Academic Senate, Provost, Board of Trustees, and the Board of Higher Education. Prior to Graduate Curriculum Committee consideration of new degree programs, a conceptual statement of the program must have been included in the University Academic Plan. The format for New and Expanded Program Requests (NEPR), as established by the Board of Higher Education, should be followed for new programs. Contact the Office of the Provost to obtain the current NEPR format. New degree programs require approval by the Graduate Curriculum Committee, and approved new program proposals are reported to the Graduate Council and forwarded to the Academic Senate. An executive summary is to be provided by the Graduate School with each program proposal going to the Senate. The Senate requires electronic submission of proposals (MS Word format) for posting to the Senate Web site. When approved, the Senate will forward the proposal to the Office of the Provost.

*Note:* New Integrated Degree programs must demonstrate the baccalaureate and master's degree efficiencies attained from such programs as equivalent to their non-integrated baccalaureate and master's programs through plans of study and course sequencing. Plans of study for integrated degree programs should be designed so that students who withdraw are able to complete requirements for the non-integrated baccalaureate program just as efficiently as students enrolled in the comparable non-integrated baccalaureate program.

b. New Sequences. New sequences within a degree program must be approved through the Provost level. The guideline entitled *Request for Approval of a Subdivision of a Degree Program or Change of Name of Degree or Sequence* (found in the Attachments section of these Guidelines) should be followed. New sequences require approval of the Graduate Curriculum Committee. Approved sequences are reported to the Graduate

Council and forwarded to the Academic Senate. An executive summary is to be provided by the Graduate School with each program proposal going to the Senate. The Senate requires electronic submission of proposals (MS Word format) for posting to the Senate Web site. When approved, the Senate will forward the proposal to the Office of the Provost.

c. New Graduate-Level Certificates. There are three types of certificates available at the graduate level: (a) Graduate Certificate, (b) Post-Baccalaureate Certificate, and (c) Post-Master's Certificate.

The Graduate Certificate is an organized series of graduate courses requiring a minimum of 9, but no more than 17, hours beyond the bachelor's degree. A Post-Baccalaureate Certificate is an organized series of graduate courses requiring a minimum of 18 hours beyond the baccalaureate degree but less than a master's degree. A Post-Master's Certificate is an organized series of graduate courses with a minimum of 24 semester hours beyond the master's degree but less than a doctoral degree. The Graduate Certificate is approved by the Department/School, College, and Graduate Curriculum Committee. The Post-Baccalaureate and Post-Master's certificates are approved by the Department/School, College, GCC/Graduate Council, and the Academic Senate. An executive summary is to be provided by the Graduate School for each Post-Baccalaureate and Post-Master's Certificate. The Senate requires electronic submission of proposals (MS Word format) for posting to the Senate Web site. The Post-Baccalaureate and Post-Master's certificates are reported to the Illinois Board of Higher Education.

A certificate course of study shall meet the following requirements: (a) have a clear academic focus or competency as its subject; (b) meet a clearly defined educational need of constituency group, e.g., continuing education, accreditation for a particular profession; (c) respond to a specific state mandate; and/or (d) provide a basic competency in an emerging or interdisciplinary field

d. Circulation/Objections. See B.3.d. for procedure.

e. Deletion of Degree Programs, Sequences, and Graduate-Level Certificates. Degree programs, sequences, and graduate-level certificates for deletion must be approved through the Provost level. The format for the deletion of degree programs, sequences, and graduate-level certificates can be found in the Attachments section of these Guidelines.

f. Changes in Degree Programs, Sequences, and Graduate-Level Certificates. A change in the *name* of a degree program, sequence, post-baccalaureate graduate certificate, or post-master's graduate certificate requires approval of the Department Chair/School Director (DCC/SCC informed), the College Dean, and the Provost. (Use *Request for Approval of a Subdivision of a Degree or Degree Program Name Change* form, found in the Attachments section of these Guidelines.) A change in the name of a graduate certificate (9-17 hours), which is not reported to the IBHE, follows the same approval process as above except that the Director of Graduate Studies in the Graduate School approves the name change rather than the Provost. (Use *Graduate Certificate Program Name Change* form, found in the Attachments section of these Guidelines.)

It is recognized that some name changes are part of larger revisions. Name changes can accompany these larger proposals.

*Revisions* of existing programs, sequences, or graduate-level certificates go through the regular curricular process and are approved through the GCC/Graduate Council level.

*Editorial changes* can be requested by the Department Chair/School Director to the Graduate School.

g. Certification. Programs involving certification or recognition by the Illinois State Board of Education must also be approved by the Council for Teacher Education.

h. Interdisciplinary Proposals. Interdisciplinary proposals must show the signatures of the departments/schools that are involved and have the approval of the deans and curriculum committees of the colleges whose departments/schools are involved.

## PART II. ORGANIZATION AND FUNCTION OF GRADUATE CURRICULUM COMMITTEE (GCC)

### A. Membership

#### 1. Number of Members

The Graduate Curriculum Committee shall consist of one member from each college, one representative from the Graduate Student Association, and a representative of the Graduate School.

#### 2. Elected Members

The elected members of the Graduate Curriculum Committee shall be elected in accordance with the procedure outlined in Section 7A of Article VI of the bylaws of the Graduate School.

#### 3. Graduate School

The representative from the Graduate School shall be a full, voting member of the Graduate Curriculum Committee.

#### 4. Term Length

Elected members of the Graduate Curriculum Committee shall serve terms of three years.

#### 5. Committee Duration

Terms of the Graduate Curriculum Committee shall begin on or about April 1 of the year of election.

#### 6. Member Replacement

Changes in membership due to resignation or other reasons shall be handled in accordance with the procedures outlined in the bylaws of the Graduate School.

### B. Chairperson

The Graduate Curriculum Committee shall meet and elect one of its members as Chairperson for the following year prior to the first meeting of the Graduate Council following the annual election. The Chairperson shall be responsible for setting the agenda and, in conjunction with the Graduate School representative, handling the correspondence for the Graduate Curriculum Committee. The Chairperson or his or her designee shall serve on an *ad hoc* basis on the Council for Teacher Education.

### C. Function

1. To review proposals dealing with new and/or existing degree programs, review course proposals where unresolved objections exist or which are part of larger degree or sequence proposals, to hold hearings, and to propose their acceptance or rejection;
2. To coordinate efforts with the various College curriculum committees as a means of addressing and resolving, in a timely manner, any modifications in course or program proposals that may occur as a result of Graduate Curriculum Committee actions;
3. To review periodically the university graduate degree requirements and to make suggestions for their improvement;
4. To assist in the review of the curricula of each degree program as part of the program review process;
5. To keep abreast of certification requirements so that various curricula in the Graduate School may be kept current on such matters;
6. To coordinate its work with the University Curriculum Committee with regard to such matters as courses and programs that affect both the undergraduate and graduate programs.

### PART III. ATTACHMENTS

Curriculum Deadlines

Guidelines for Submitting New Course and Revised Course Proposals at the 400 and 500 level

Coversheet for New Graduate Course and Graduate Course Revision proposals, 400 and 500 level

Coversheet for Graduate Program proposals: New, Deleted, or Revised programs

Request for Approval of a Subdivision of a Degree or Degree Program Name Change;  
Program/Sequence/Certificate Deletion Request

Request for Graduate Certificate Program Name Change

Coversheet for New Selected Studies or Workshop Course proposal

Coversheet for Professional Practice Course proposal

Checklist for 300-Level Course proposals

Checklist for 400- and 500-Level New Course proposals

Checklist for 400- and 500-Level Course Revision proposals

Checklist for Temporary Courses, Workshops, and Institutes proposals

Checklist for New/Revised/Deleted Programs, Sequences, and Certificates proposals

## GUIDELINES FOR SUBMITTING NEW COURSE AND REVISED COURSE PROPOSALS AT THE 400 AND 500 LEVEL

Submit three copies to the Graduate School Office, 309 Hovey Hall.

Proposals must be received by the Graduate School no later than the deadline specified on the Curriculum Deadlines Sheet to be considered for inclusion in the Graduate Catalog for the following year.

### NEW COURSE PROPOSALS

Include the following elements in this order:

1. *New Course and Course Revisions Cover Sheet*: Course information for the Graduate Catalog will be taken from the cover sheet. The cover sheet may be copied.
2. Course Description and Explanations. Attach a page that provides the following:
  - a. Course Description. A course description exactly as it would appear in the Graduate Catalog. Include course number, course title, semester hours credit, course description (20 words or less), prerequisites, and other restrictions.

*Example:* 472 RESEARCH DESIGN AND ANALYSIS 3 sem. hrs.  
Design of research involving theoretical and methodological aspects of sociological problems. Analysis and interpretation of data using the computer and SPSS.  
Prerequisite: SOC 471.

- b. Explanation of Prerequisites. For each prerequisite indicated on the cover sheet, provide a brief but clear explanation of why the condition is required or recommended. Indicate those courses required for the prerequisites. Where specific courses are not required, other language should be used to help ensure that students without the necessary background do not enroll (e.g., “Admission to Degree program in Sociology” or “Consent of Instructor”).
3. Course Syllabus, to include:
  - a. Institution/Department/School title, course number and title, semester hours
  - b. Catalog description, including prerequisites
  - c. Course overview, containing general aims
  - d. Course objectives (learning outcomes) students are expected to achieve
  - e. Topical/content outline
  - f. Suggested Texts; suggested required/optional readings
  - g. Required/optional student tasks
  - h. Student performance evaluation methods (e.g., grading scale, weighting of assignments)
  - i. Bibliography (generally one page maximum) *Note:* The bibliography is a list of major books, journals, and other reference materials, which will be used by the library to ensure that an adequate collection exists to support the course. It is not necessary to provide a reading list that includes individual journal article titles.

Course syllabi presented should make it clear to the students what the expectations are regarding both student and instructor responsibilities.

#### 4. Rationale

Provide a statement justifying the adding of this course. Include in the rationale statement the following:

- a. How does the course relate to the goals of graduate students, the department/school, and the University?
- b. Is it typically offered by the same department/school in other universities? Is it typically offered at the graduate level? Is it required to meet professional certification needs in your field? Is it required to cover new developments in your field?
- c. Has the course been offered on an experimental basis? If so, how many times and with what enrollment? Provide any available course evaluation data.
- d. If the course may be taken for variable credit, outline the differential requirements for the awarding of the various levels of credit. If the course may be repeated for credit, state the number of credit hours of this course that may be counted toward meeting the minimum degree requirements for the program area.
- e. What is the primary audience for the course? Will the course be available and academically accessible to students who are not members of the primary audience? If so, what criteria exist to ensure that all students have the appropriate graduate-level background for the course? Are these criteria primarily the course prerequisites?; admission criteria to the degree program?; admission criteria to the graduate school? If not, how are students without the appropriate background either informed or restricted from enrolling?

#### 5. Consequences

- a. How often will the course be offered?
- b. In what programs will the course be required or elected?
- c. How will the addition of this course affect staffing and other courses in your department/school? Will new staff be needed? If not, what course(s) will be dropped, taught less frequently, or taught in fewer sections? What enrollment is predicted for the course and from what constituencies will that enrollment be drawn?
- d. How will the addition of this course affect other departments/schools? Describe communication with department/school(s) where course overlap or conflicts may occur. List departments/schools; describe and note the nature of action taken to resolve the problems.
- e. Is the offering of this course contingent upon any other actions, such as approval of a program, approval of other courses, or changes in other courses?
- f. What library resources will be needed before the course can be offered? Estimate costs.
- g. What additional laboratory equipment, space, or material is needed for the course? Estimate costs.
- h. What off-campus arrangements must be made to offer the course?

#### 6. Course Evaluation Procedures

What procedures will be used to evaluate the success of the course?

#### 7. Submission Action

Submit three copies to the Graduate School. If the course proposal is part of a degree program or sequence proposal, submit 10 copies to the Graduate School. One copy should bear original signatures, indicating action and approval of (a) Department/School Curriculum Committee, (b) Department Chair/School Director, (c) College Curriculum Committee Chair, (d) College Dean, and (e) Teacher Education Council Chair if course is part of a teacher certification/endorsement program.

COURSE REVISIONS: Each request for a course revision must contain the following elements:

1. New Course and Course Revisions Cover Sheet
2. Exact Graduate Catalog copy of course and other Catalog changes affected by the course changes.
3. Rationale for the request (provided by the Department/School and not to exceed one page)
4. Summary of proposed changes or revisions and suggested course syllabus which might be used if changes are approved. (The syllabus of the previously taught course may be used with an addendum showing changes in the course as proposed.)

REQUEST FOR APPROVAL OF  
A SUBDIVISION\* OF A DEGREE OR DEGREE PROGRAM NAME CHANGE  
(Use this as a guide and attach complete documentation.)

1. Institution:
2. Responsible Department/School or Administrative Unit:
3. Proposed Program Title:
4. Previous Program Title (if applicable):
5. CIPS Classification (if applicable):
6. Proposed Date of Initiation:
7. Description of Proposed Program or Name Change:
8. Rationale for Proposal:
9. Expected Impact of Proposal on Existing Campus Programs:
10. Curricular Change Including New Courses:
11. Anticipated Staffing Arrangements:
12. Anticipated Funding Needs and Source of Funds:

\*e.g. Sequence

DEGREE PROGRAM/SEQUENCE/CERTIFICATE DELETION REQUEST  
(Use this as a guide and attach complete documentation.)

1. Institution:
2. Responsible Department/School or Administrative Unit:
3. Program Title:
4. CIPS Classification (if applicable):
5. Proposed Date of Initiation:
6. Rationale:
7. Arrangements to be Made for Program Faculty and Students:
8. Anticipated Impact on Other Campus Programs:
9. Anticipated Budgetary Effect: