

## Frequently Asked Questions Regarding the University Curricular Process in EHS

The College of Education and Human Services Curriculum Committee (EHSCC) is the formal curricular body of the College of Education and Human Services, charged with the task of evaluating, approving, and sending forward **both** graduate and undergraduate curricular matters. Governed by Robert's Rules of Order, the EHSCC is expected to evaluate proposed curricular items based on guidelines in the CMU Curricular Authority Document (CAD). And since the CAD does not explain or outline every issue that may arise when evaluating a submission, the Academic Senate expects that the EHSCC will suggest improvements or corrections, based on past upper level committee requests and/or EHSCC standard practices. It is in this spirit that we have created these FAQs to assist both faculty and departments in understanding what the college is expecting when they evaluate curricular items.

### CMU's Curricular Authority Document

Access the CAD online in either MS Word or PDF format at  
<http://academicsenate.cmich.edu/CAD.htm>

#### Where to find what you need to know in the CAD?

- Is your item a publication or an action item?
  - See Section 3 on page 2
  
- Routing of curricular proposals?
  - See Section 5 on page 6 or A15
  
- New programs?
  - See Section 4.12 on page 6 and Appendix B
  
- Question about a UP course?
  - See Appendix C
  
- Education item?
  - See D-8
  
- Interdisciplinary, honors or leadership policies?
  - See Appendix E
  
- Need guidelines for program and proposal development?
  - See Appendix F
  
- Curricular forms?
  - See Appendix H or find them online at  
[http://academicsenate.cmich.edu/curricular\\_forms.htm](http://academicsenate.cmich.edu/curricular_forms.htm)
  
- Advice on preparing your Master Course Syllabus (including an Addendum)?
  - See H-10 through H15

# GUIDELINES FOR PREPARING A MASTER COURSE SYLLABUS

Follow the outline for a standard MCS filling in sections I. through X.

(with thanks to Appendix H from the CAD and the College of Grad Studies and Carolyn Studebaker for excerpts used here from their handout)

When submitting a Course Request form, be sure the *Bulletin* description on the green form matches the *Bulletin* description on the MCS exactly.

**Master Course Syllabus**  
**Central Michigan University**  
**College of Education and Human Services**  
**Recreation, Parks, & Leisure Services Administration**

It is important to remember that this is a document that is an outline for future instructors to follow when they write their course syllabus. The MCS should show the basic content to be taught in the course, providing basic class structure, in a non-prescriptive manner. Be careful not to list every assignment or reading, every in-class activity, or other specific tasks.

## **I. Bulletin Description**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus. amet commodo magna eros quis urna.

## **II. Prerequisites**

**Prerequisite:**  
**Pre/Co-requisite:**  
**Co-requisite:**  
**Recommended:**

**Note:** Courses at the 500 level must have an undergraduate level prerequisite—this section cannot be left blank

If there are no Prerequisites or Pre/Co-requisites or Co-requisites or Recommended courses listed, you can leave off the corresponding category name with no entries under the section header.

## **III. Rationale for Course Level**

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All courses must have a rationale for course level. Clarify why this course is numbered as it is. This is NOT the same as the rationale for course changes; it should state whether the course is an introduction to subject or content, is based on past knowledge, is based on course rigor, etc.

- Must address why the course is at a specific level, not who it is for.
- Can specify what prior knowledge is required for students to succeed
- Can specify types of skills required for students to succeed

Use statements such as:

- “This course is for upper-level undergraduate and graduate students who have a background in \_\_\_\_.” (500 level)
- “The amount and complexity of work required make this course appropriate only for graduate and advanced undergraduate students.” (500 level)
- “This is an introductory course for graduate students with a background in \_\_\_\_.” (600 level)
- “This course is designed only for graduate students because the expected level of class participation and academic performance is beyond the capacity of most undergraduate students.” (600 level)
- “This course contains complex work that builds upon the knowledge and skills acquired in previous graduate work in .....” (700 level)

List significant course materials, current textbooks and course pack, but not reserved readings, details about course packets, etc. Incidentals such as computer disks should not be listed.

**IV. Textbooks and Other Materials To Be Furnished by the Student**

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**V. Special Requirements of the Course** (This is the only section that may be left blank.)

List significant requirements such as certifications, performance levels, concert attendance, exceptional time requirements (such as all day field trip), etc. If there are no special requirements, leave blank.

**VI. General Methodology Used in Conducting the Course**

Lecture, discussion, group work, field trips.

List the most common methodologies such as lecture, discussion, lab, individual instruction, etc. Avoid listing too much specific detail or lengthy explanations.

**VII. Course Objectives**

After completing this course, the student will be able to:

- Articulate customer service philosophy.
- Develop a facility staffing plan.
- Apply principles and practices of risk management.
- Explain statutory and regulatory issues impacting facility operation and management.
- Assess management practices.
- Explain the elements of a facility marketing plan.
- Procure contracts with service providers and vendors.
- Establish standards for facility operations.
- Develop an operational budget.
- Discuss management and operational issues related to specialized leisure facilities.

This is the most critical item since it defines the nature and scope of the course. A list of student-centered, assessable outcomes is required.

--Avoid the use of the verb "understand" which is not very measurable

--Strive to have single verb objective sentences—Avoid listing as "analyze and assess the skills of children..." but rather list as just "analyze the skills of children..."

---Refer to Bloom's Taxonomy classification of levels of intellectual behaviors for ideas of more measurable, action verbs for your statements. These can be found at websites such as:

<http://www.officeport.com/edu/blooms.htm> or at

[http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

### VIII. Course Outline

<u>Week</u>	<u>Topic</u>
1.	Introduction, Class Structure, Student Interviews
2.	Presentation of First Position Paper
3.	History of Guidance
4.	Cooperative Learning and the School
5.	Developmental Guidance (Overview)
6.	Developmental Guidance: Individual
7.	Lecture: Vocational Guidance Theory
8.	Developmental Guidance: Response
9.	The Changing Role of the Parent
10.	Developmental Guidance: Systems
11.	Developmental Guidance: Guidance Curriculum
12.	Lecture: Learning Styles
13.	Lecture: Human Development
14.	Group Projects
15.	Group Projects
16.	Final Mini-Paper, Class Evaluation

Indicate the sequencing of topics with a logical division of the course into units. Unit descriptions should estimate the amount of time to complete the unit. Units may be defined by time (such as Week 1, hours, etc.) or by some natural division of content.

Be sure your class hours meet the requirement for the number of credits for the course: i.e. 15 hours for every one credit hour or 5 weeks of class meetings for every credit hour plus a final exam week

### IX. Evaluation

	<u>Undergraduate</u>	<u>Graduate</u>
Readings	10%	10% (additional readings)
Interviews	10%	10% (additional interviews)
Projects	30%	30%
Papers	30%	30% (additional paper)
Professional Development Plan		10%
Summaries	10%	
Exam	<u>10%</u>	<u>10%</u>
Totals	100%	100%

Estimate the nature and number of evaluations of student work in a typical course section. Include relative weights such as 20% midterm exam, 30% final exam, and 50% term papers.

---If you list class participation as evaluation criteria on the MCS, be sure to briefly list what constitutes class participation: i.e. discussion, specific exercise participation, etc.

---Be sure to list the total of 100% at the end of your evaluation.

---Be sure your syllabus requirements and evaluation reflects greater qualitative and/or quantitative requirements for graduate than for undergraduate credit.

## X. Bibliography

Atkinson, D. R., & Hackett, G. (1995). *Counseling diverse populations*. Dubuque, IA: William C. Brown Communications, Inc.

Auger, R. W. (2006). Delivering difficult news to parents: Guidelines for school counselors. *Professional School Counseling, 10*, 139-145.

Aydlett, A. E. (2008). *Dealing with deployment: A small-group curriculum for elementary and middle school students*. Alexandria, VA: American School Counseling Association.

Baker, S. B. (2000). *School counseling for the twenty-first century* (3<sup>rd</sup> ed.). New York: Merrill.

Baruth, L. G., & Manning, M. L. (2000). A call for multicultural counseling in middle schools. *Clearinghouse, 73*, 243-247.

Bodenhorn, N. (2006). Exploratory study of common and challenging ethical dilemmas experienced by professional school counselors. *Professional School Counseling, 10*, 195-202.

Cite appropriate student references. Include a sufficient number of references to convince the curricular committees that there is a body of knowledge from which a student may draw.

Master syllabus bibliographies should be extensive enough to serve three purposes:

- to provide substantial and current documentation for the scholarly content of the course
- to provide a range of resources that help to define the scope and content of the course for faculty who might teach this course
- to provide a substantial body of knowledge on which students may draw for their studies

Therefore, master syllabus bibliographies should list standard works on the topic and should include a substantial set of materials that reflect current scholarship on the major issues and themes of the course. They should include publication information in a form appropriate to the discipline of the course.

Styles reflected in the bibliography listings should be consistent in format and should reflect the prevailing style used in the field of study, be that APA, MLA, Chicago, etc. Listings that vary in consistency will need to be revised.

## **Guidelines for Preparing a Master Course Syllabus Addendum for a Reformatted Course**

For any course reformatted from a **face-to-face** course to an alternative format, the following information must be appended to the master course syllabus and submitted through the curricular process.

A) What is the nature of the reformatting (e.g., on-line course, ITV course, etc.)? For technologies with which some faculty may not be familiar, provide a brief description of the technology and how it is deployed in the learning process.

B) Each of the following sections is on the master course syllabus. Address how reformatting of the course affects the sections. Examples of issues to address follow each section heading. If the reformatting results in no change from the master course syllabus, state so rather than leaving the item blank.

**I. Bulletin Description**

**II. Prerequisites**

**III. Rationale for Course Level**

**IV. Textbooks and Other Materials to be Furnished by Student**

If the course is reformatted to electronic media, are materials required different from that in the master course syllabus?

**V. Special Requirements of the Course**

If the course is reformatted to electronic media, are there special requirements that are different from those in the master course syllabus?

**VI. General Methodology Used in Conducting the Course.**

Specifically identify the interactive elements intended to promote interaction among faculty and students and to create a quality learning experience.

**VII. Course Objectives**

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**Reformatting must not change the course objectives.**

In this section, and in responses to other items in the addendum, make explicit how the course objectives are to be achieved in this alternate format.

**VIII. Course Outline**

Does the outline differ from that in the master course syllabus? If so, how?

**IX. Evaluation**

Does the evaluation differ from that in the master course syllabus? If so, how?

Reformatting the course must not change any of these items

**X. Bibliography**

Is the bibliography changed? If so, how?

NOTE: This is not a form. Follow the order of this format, adding sufficient space between items for elaboration. For items IV, V, VI, VIII, IX, and X, if there is no reformatting or other change from the Master Syllabus, specifically state there is no change. Do not leave items blank.

Addendum Prepared By: (Name, Affiliation)

Signature

Date:

Offering Department Chair's Approval: (Name, Department)

Signature

Date:

Check one of the following:  
 Action or Publication  
 Then check whether your item is  
 Abbreviated or Full Process

**COURSE REQUEST FORM  
 (GREEN FORM)**

If one of these apply to your proposal,  
 be sure and check the correct box.

Current Course & Desig. #

Type of Item:

ACTION     PUBLICATION

ABBREVIATED PROCESS

FULL PROCESS

Mark those that apply:

CR/NC Only     U.P. Course     New Designator

Variable Credit

Although this says to complete all four parts, **ONLY COMPLETE THOSE ITEMS YOU ARE CHANGING**

**NATURE OF REQUEST**

NEW COURSE  
 (Complete Parts I, II, III, IV)

NEW COURSE NUMBER CLEARED WITH REGISTRAR

Potentially affected departments: \_\_\_\_\_ Notified? \_\_\_\_\_

COURSE CHANGE (Attach SAP report and indicate on report notification of affected departments)  
 (Complete Parts I, II, III, and IV)

Change designator     Change Course Number (number cleared with Registrar?) Yes No

Change title     Change Number of Credits     Change Distribution of Hours

Change Bulletin description     Change Prerequisites/Co-requisites/Recommended

MCS Review     Addendum     Other

COURSE DELETION (Attach SAP report and indicate on report notification of affected departments)  
 (Complete Part III Question 1)

PROPOSED SEMESTER FOR IMPLEMENTATION:  Fall, 20     Spring, 20     Other, 20

**I. PROPOSED COPY**

Desig. #	Full Title	Credits**	Cross Ref.
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If you are not changing any of the items in this section, **DO NOT FILL THAT ITEM IN**---for both sections I and II.

Indicate requested *Bulletin* copy for new courses and course changes.

Bulletin Description (25 words or less):

Prerequisites:

Co-requisites:

Recommended:

Be sure your Bulletin Description **EXACTLY** matches the MCS if you are changing it

If you are not changing your Prerequisites, etc. leave the section **BLANK**

**TITLE ABBREVIATION** (New courses or course title changes only – 40 characters and spaces or less.)

Title abbreviation isn't needed unless you are changing your title

Credits\*\*: format to include number of credits, offering mode; for example 3(3-0)

**III. RATIONALE** [See Appendix H of the Curricular Authority Document for Guidelines for Rationale Statement on Course Request Forms.]

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

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

Be sure your **RATIONALE** answers these questions

Be sure to **SPECIFICALLY** note what was changed in your MCS review

For clarity, if you answer these questions in a number format, it will make reviewing your **RATIONALE** easier for upper level committees

**IV. MASTER COURSE SYLLABUS [MCS]** [See Curricular Authority Document, Appendix H for Master Course Syllabus Guidelines and Master Syllabi/Course Outlines Requirements Policy.]

The department is to submit the MCS to the college curriculum committee for any change. The college curriculum committee is to submit the MCS to the appropriate senate committees for all new courses and when any change to an existing MCS is associated with a full process MCS review; changes to course level or number; course objectives; course outline; evaluation; credit hours or distribution of hours; or change to or from graduate level.

Once changes have been approved through the curricular process (full or abbreviated) the college will be responsible for forwarding an electronic version of the MCS to the senate office for inclusion on the web.

	DEPT. OR INTERDISC. COUNCIL	COLLEGE	GEN. ED.	PECC	UCC	GRADUATE COUNCIL	SENATE	OTHER
Approved:								
Denied:								
Referred:								

As revisions are made to your proposals and approvals are received, be sure to fill in the dates for those actions in the appropriate boxes

This form approved by the Academic Senate 11/23/99  
 Revised 12/12/00; editorially revised by the Ad hoc CAD Committee, 5/8/02; revis

**CURRICULAR CHANGE REQUEST FORM**  
**(PINK FORM)**

DATE:

ATTACH SAP REPORT

ACTION

PUBLICATION

ADVANCE NOTICE

ABOVE 40-HOUR MAJOR (Attach justification)

ABOVE 24 HOUR MINOR (Attach justification)

PROPOSED SEMESTER FOR IMPLEMENTATION:  Fall, 20     Spring, 20     Other, 20

Department or Unit:

College:

Potentially affected departments:

Notified?

ITEM TO CHANGE (Check all that apply):

Title: 

Carefully fill in all the top of this form, including a title for your program in this spot

- Degree
- Major (Indicate concentration, if any)
- Minor
- Interdisciplinary \*
- Graduate Program
  - Option
  - Concentration
  - Certificate

- See Curricular Authority Document, Appendix E, Interdisciplinary Guidelines
- 

**Rationale: (State why this change is requested)**

Insert a  
**COMPLETE AND  
THROUGH RATIONALE**  
for why these changes are  
necessary for your program

NATURE OF CHANGE

**PROPOSED COPY** (Show requested Bulletin copy)

This is where you will  
**COPY AND PASTE THE CURRENT PROGRAM FROM SAP.**

Once you have it in place, you will:  
**STRIKE THROUGH** any course or items that are being deleted or changed  
**BOLD** the text for any new items or new text

These edits will make it clear to any reader what changes you are making to your program.

The original, unrevised SAP report also needs to be stapled to this form and will be viewed as your “FROM” document for your curricular changes

Keep these confirmation dates at the end of your “PROPOSED COPY.”

	DEPT. OR INTERDISC. COUNCIL	COLLEGE	GEN. ED.	PECC	UCC	GRADUATE COUNCIL	SENATE	OTHER
Approved:								
Denied:								
Referred:								

This form approved by the Academic Senate 11/23/99  
Editorially revised by the Ad hoc CAD Committee, 5/8/02; Revised 2/8/05