

**APAC POLICY MANUAL  
2005/2006**

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D. COMMITTEE ON COMMITTEES REPORT: 2005/2007 Policy and Practices (Policy for Committee Structure) is available at the web address: <a href="http://www.mnstate.edu/acadaff/committees/index.htm">http://www.mnstate.edu/acadaff/committees/index.htm</a>	

# APAC POLICY MANUAL

## I. HISTORY AND CHARGE

The Academic Policy Advisory Council (APAC) was initiated in the spring of 1978 by agreement between the Faculty Association and the Administration. The purpose of the Council is to improve communication between faculty and administration in academic matters. Faculty representatives to APAC are charged to apply professional judgment to matters of academic policy. Those issues relating to "terms and conditions of employment" are reserved for consideration by the Faculty Association Executive Council, and is not the responsibility of APAC. While each elected representative to APAC represents his or her department and academic division, he or she is also charged with representing the entire faculty in providing input and making recommendations on academic matters at Minnesota State University Moorhead.

## II. COMPOSITION

- A. The Vice-President for Academic Affairs or designee shall chair meetings and publish agenda.
- B. Divisional Deans or designees and Director of Instructional Resources shall serve as non-voting members.
- C. one elected faculty member in each division for each 25 full-time FTE faculty on the current academic year IFO Travel FTE Roster, one of which shall serve concurrently as APAC Representative to the Faculty Association Executive Council.
- D. Two students shall be appointed by the President.
- E. The President or designee of MSUAASF shall be a member.

## III. STRUCTURE

A series of subcommittees (APAC members) and task forces may be established to report to APAC. If all members of a task force are from within APAC then they may be appointed by the Vice-President for Academic Affairs. If not, then appointments shall be made in the same manner as other committee appointments at MSUM. Special charges or procedures established by or for standing committees of APAC are summarized in Section VI.

#### IV. POLICY AND PROCEDURES OF APAC

- A. All meetings of APAC shall be open and regularly scheduled. (Currently meetings are held on the first and third Tuesday during the regular academic year unless cancelled.) Orientation for members will be held at the beginning of the academic year. (6/99)
- B. Agenda and minutes of APAC are to be distributed to all faculty (9/26/78) through the Continews. (3/88) They can also be downloaded from the MSUM website. (8/01)
- C. Copies of curriculum revisions deemed minor will be printed and distributed to APAC members prior to the meeting at which they will be announced. Such revisions will be approved automatically when announced unless challenged for further discussion by APAC members. These changes must be approved by the department and signed by the department chairperson and appropriate dean. Examples of minor changes are: (3/88)
  - 1. Change of course number, course title, course description;
  - 2. Reduction of course credits;
  - 3. Increase of course credits if such change will not increase the total required credits in any major or minor;
  - 4. Dropping of a course;
  - 5. All workshops, titles and catalogue descriptions of Topics courses. If a specific topic is to be offered for the third time it must be submitted as a new course proposal;
  - 6. Recommendations from the Liberal Studies Committee concerning designations of courses for liberal studies credit. (5/11/82)
  - 7. Course level change if the criteria stated in the "Policy on Course Level" are met. (2/6/98)

A request for review would result in placement of that item on the APAC agenda on the following meeting. Appropriate written materials on that item would be distributed to APAC members in the interim. (5/11/82)

- D. Proposals for new programs or substantial modifications of existing programs should be submitted to APAC at least four weeks prior to the meeting at which final action is anticipated. Processes prior to final action include a preliminary hearing by APAC, and, where appropriate, committee consideration before final action. (10/7/81) If a program (not from a single department) has been approved before separate course content, a brief outline of the history and admission requirements should be included with the course syllabus when presented to APAC for approval. (3/88)

- E. New course proposals should be submitted at least two weeks prior to APAC consideration. (10/7/81) The new course proposal form should include review and signatures, if approved, by concerned committees and departments. (2/23/82)
- F. When new course proposals are submitted by a committee, not a department (i.e. those concerned with M.B.A., M.L.A.), a list of qualifications of the instructor(s) shall be provided and the committee shall designate those department(s) responsible for the course; in the case where there is no designated department, the degree or other professional qualifications required of the instructor(s) shall be listed. If a department is designated then it is presumed that: (1) Control of the course content will remain in the department. (2) Staffing will be determined by the department in consultation with the committee or director of the program. (3) Scheduling will be determined by the department in consultation with the committee or director of the program. (4) Credits generated will be applied to the department. (3/23/82)
- G. Course titles should have language which reflects equity for female and male students. (5/11/82)
- H. GRADUATE CREDITS: may be earned in offerings at the 500/600-level and in graduate courses. It is intended that there shall be qualitative differentiation in all work for graduate credit. In graduate courses the graduate student, through a specific product or performance, will satisfy requirements IN ADDITION to those expected of the undergraduate student. The additional requirements will be designed so that the graduate student will acquire an understanding of theoretical concepts beyond that expected of the undergraduate.

The department will be responsible for indicating the manner in which a qualitative differentiation will be made for all proposed graduate courses, and for assuring the continued differentiation in graduate courses as they are offered. Individual instructors, in compliance with approved policies, will determine the specific requirement for graduate credit in a graduate course and will announce, at the first class meeting, the expectation of graduate students in succeeding sessions. (1995)

Graduate committee minutes shall be sent to APAC members. (4/88)

**V. MSUM PROCEDURES FOR CHANGING CURRICULUM**

- A. Proposed curriculum changes may originate from any individuals (students, faculty or administrators) or from departments or special committees.
- B. Curriculum proposals shall be on a specified form and submitted directly to the appropriate dean. Curriculum proposals from departments shall be accompanied by the minutes of the department meeting at which action was taken concerning the proposal.
- C. The appropriate dean shall investigate the proposal and shall add his or her signature and recommendation to the proposal.
- D. The proposal then goes to the Vice President for Academic Affairs or designee who will place it on the agenda of APAC.
- E. APAC action is subject to meet and confer, though the Faculty Association can waive this option.
- F. All APAC recommendations are reviewed by the Council of Academic Deans.
- G. Actions of APAC and the Council of Academic Deans, and positions of the Faculty Association as presented at meet and confer are reported to the President.
- H. The President announces his final decision through the Continews, after considering the recommendations of all parties concerned.

## VI. POLICY AND PROCEDURES OF COMMITTEES

**LIBERAL STUDIES:** The Liberal Studies program was established in 1992. On February 21, 1995, APAC approved the Liberal Studies requirements with the conversion to semesters. On May 7, 1996, APAC amended those requirements on November 12, 2002, and February 18, 2003, the requirements were amended again as listed below:

- A. Students enrolled before Fall 1992 may apply completed courses from the general education program in effect at the time of their initial enrollment at MSUM. Students who entered under earlier programs (Liberal Arts or General Studies) may use any courses lettered A-E to satisfy divisional areas of the same letter to complete remaining requirements.
- B. The minimum number of credits required for Liberal Studies is 45.  
These will be distributed as follows:

**CREDITS:**

Division A - English Composition and Literature	6
Division B - Natural Sciences and their Processes (1)	6
Division C - Behavioral and Social Sciences	6
Division D - Western Tradition: Humanities & Fine Arts (2)	6
Division E - Communicative and Symbolic Processes (3)	6
Division F - Multicultural and Global Studies (4)	6

- 1. An approved course in Division B1 (must include an experimental and/or observational component)
- 2. An approved course in Division D1 (must include content that is substantially historical in perspective)
- 3. An approved course in Division E (must include communicative processes)  
An approved course in Division E1 (must include mathematics)
- 4. One course must be F, Global Studies and one course must be F1, Multicultural.

The minima specified above total 36 credits to allow the student greater freedom to choose courses of interest. In order to exceed the 45 credit requirement a student may have to exceed the minimum requirement in most divisions.

One course in the major discipline may be applied towards Liberal Studies requirements. Courses required for the major but taken from other departments (related requirements) may be used for Liberal Studies requirements, as may courses from a minor or a second major... The note that addresses “math majors...” can be deleted.

MDS (Corrick Center) courses may not be applied to Liberal Studies except by students officially admitted to the Corrick Center.

Courses taken for Pass/No Credit grades may not be applied to Liberal Studies.

In addition to the graduation requirement of a GPA of 2.0 in all MSUM courses, a 2.0 GPA is required in all MSUM courses applied to the Liberal Studies requirement.

- C. Part of the responsibility for selecting courses that meet the Liberal Studies requirement is clearly departmental. Departments will be expected to evaluate their course offerings according to the criteria and present for approval those that they consider make a significant contribution to the Liberal Studies requirement. For each course selected, the department should complete a "Request for Liberal Studies Designation" form, supported by appropriate documentation. The department should present evidence that the selected course conforms to the general and divisional objectives of Liberal Studies. The department submits its request to the appropriate Dean; upon approval by the Dean, it is sent to the Liberal Studies Committee; upon the Committee's approval, it is placed on the APAC agenda.
- D. The Liberal Studies Committee evaluates courses submitted for acceptance in the Liberal Studies component and re-evaluates and oversees the direction of Liberal Studies. Its membership should be ten: 1 Dean (who may serve two consecutive terms), 1 faculty from Education and Human Services, 1 faculty from Business and Industry, 1 faculty from Natural Sciences, 1 faculty from Social Sciences, 1 faculty from departments offering courses for the communications area (mathematics, English, languages, speech-theatre), 1 faculty from Arts and Humanities, 1 faculty from departments offering cultural diversity or global studies courses, 2 students.
- E. Topical courses or seminars for Liberal Studies designation must be approved individually but the approval can come the semester before the first offering.
- F. The Liberal Studies Committee should cooperate with admissions personnel on issues related to evaluating transfer-student programs or transcripts.
- G. All approved courses will carry liberal studies designation on both the class schedule and on the student's transcript. The student's transcript shall carry the liberal studies designation in place during the semester that the student enrolled in the course.

- H. 1. The approved course would typically come from the following disciplines which have the primary responsibility for the liberal studies offerings.

American Multicultural Studies	Economics	Mathematics
Anthropology	English	Music
Art & Design	Geosciences	Philosophy
Astronomy	History	Physics
Biosciences	Humanities	Political Science
Chemistry	Languages & Cultures	Psychology
Communication Studies, Film Studies, & Theatre Arts		Sociology

2. The course should present more than a knowledge base. The course must deal with more than one technique.
3. The course should be a good representative of the characteristic subject matter, methodology and overall academic approach of the discipline concerned.
4. The course should not be a specialized course directed primarily towards career preparation.
5. The course should satisfy a significant number of the general and divisional objectives of the Liberal Studies Program. SEE APPENDIX B for a complete statement of these objectives.



## VII. BACKGROUND INFORMATION ON SELECTED PROGRAMS

Chairs of departments and directors of academic programs at MSUM were given the opportunity to submit brief statements concerning their areas. It was emphasized that statements were encouraged only from those areas with special missions or restrictions of which APAC members should be aware. It should be emphasized that these statements are not official policy statements.

### A. CONTINUING STUDIES PROGRAM

Continuing Studies is an outreach division of Minnesota State University Moorhead (MSUM), which provides lifelong learning opportunities for individuals who wish to take either credit or non-credit courses or workshops in areas of interest to them for professional and/or personal development.

Continuing Studies offers the following to serve and support the students and faculty of MSUM:

- **Credit Courses** – Courses may be offered off- or on-campus, evenings and weekends, for students who are unable to attend regular daytime, on-campus classes. Courses may be regular catalog courses, special topics courses, or workshops designed to meet the needs of particular students (eg. Graduate workshops for teachers or undergraduate business courses offered evenings or weekends). Instructional packaged courses, similar to correspondence courses, are also offered in both text-based and online formats.
- **Non-Credit Workshops and Conferences** – Workshops and conferences are designed specifically for a professional organization or may be offered for the general public. MSUM faculty work with Continuing Studies staff to plan, implement, and evaluate these events.
- **Customized Education & Training** – A broad range of **customized** credit and non-credit classes, training sessions, and workshops may be designed to help individuals and organizations in meeting their specific business or personal goals. Programs are offered either on-campus or on-site at times convenient for an organization. Offerings may be open-enrollment or contracted by a group or organization and are designed to be self-supporting.
- **College for Kids** – Summer hands-on learning classes for kids ages 8-14 taught by MSUM faculty and other individuals from the community. Classes are held mornings, Monday through Thursday, during two weeks in mid-July each year.
- **Promotion & Marketing of courses offered through Continuing Studies** – Marketing and promotion plans, budgeting, assistance with brochure design and creation, and implementation of course and/or program promotion plans are some services provided.
- **Course Design for Distance Education & Alternate Instructional Delivery Systems** – Design of courses to be offered on Saturdays, at non-traditional times and locations (off-site), and via distance (packaged, ITV, and online courses). This is done in collaboration with faculty and staff in academic departments and MSUM Instructional Resources Departments.
- **Advising** – Staff from Continuing Studies advise non-traditional students who may be older than average and/or work daytimes and, so, find attending conventional daytime classes difficult. Students may also find developing a plan of study more

challenging because they must take classes offered at alternate times and through alternate formats (online, Saturday, or instructional packaged courses) and must do advising via the phone, email or fax.

- **Individualized Majors** – Students work with a faculty advisor and the Continuing Studies Office staff to design a multidisciplinary major. The MSUM Institutional Outreach Committee reviews and assists students and faculty in this process.
- **University Studies Major** – This BS degree allows students to complete a generalist degree and is administered through the Continuing Studies office. Students who have been unsuccessful in some aspects of a particular major or who have had their studies interrupted also may earn a general degree through this major option.
- **Credit for Prior Learning** – Students initiate the process of earning credit for prior learning in the Continuing Studies office. Students are assisted in identifying a faculty member to work with to outline and document evidence of learning accomplished.

Continuing Studies is located on the MSUM campus at 811 11<sup>th</sup> St.. South, Moorhead, MN 56563 (a blue house across the one-way street, just west of Owens Hall). Also, you may want to visit Our Web Site: [www.mnstate.edu/continue/](http://www.mnstate.edu/continue/) . (J. Flack, 2005).

## **B. HUMAN RELATIONS PROGRAM**

The Minnesota Department of Education requires all applicants for teaching licensure to complete a program focused on developing competencies related to human relations. The MDE currently directs students to

1. Understand the contributions and life styles of the various racial, cultural and economic groups in our society.
2. Recognize and deal with dehumanizing biases, discrimination and prejudices.
3. Create learning environments which contribute to the self-esteem of all persons and to positive interpersonal relationships.
4. Respect human diversity and personal rights.
5. Become familiar with components of American Indian language, history, government and culture.

These competencies are embedded into core courses required of all education majors. For more information, visit the MDE website at:

<http://education.state.mn.us/mde/static/000578.pdf> . (T. Walseth, 2005)

### C. MASTER OF LIBERAL ARTS (MLA)

The Master of Liberal Arts Program is designed for the post baccalaureate student who is seeking an advanced educational experience that is interdisciplinary in nature and non-professional in intent. This highly individualized program encourages students to select from a variety of course options in order to pursue the interests most important to them. The courses available to MLA students include graduate seminars offered in once a week evening meetings as well as combined undergraduate and graduate courses that may meet during the evening or during the day. MLA students taking combined undergraduate and graduate courses will be required by the course instructor to do additional work in order to raise the course to a graduate level for them. Some courses may also be selected from Tri-College offerings and from other graduate programs. At the end of their coursework, all MLA students will write a four-credit thesis. A Hispanic Studies emphasis is available within the MLA Program. This involves taking 15 credits in the Hispanic concentration, and doing a 4-credit thesis with a focus on Hispanic Studies. The program is administered by the M.L.A. Director, with the advisory M.L.A. Program Committee monitoring program operations. The committee is composed of faculty, chaired by the program coordinator, and responsible to the Dean of Arts and Humanities. (S. Coghill, 2004)

### D. THE CORRICK CENTER FOR GENERAL EDUCATION

The Corrick Center for General Education is an academic department offering an alternative enrollment opportunity to prospective students who do not fully meet the University's admission standards, but otherwise show potential for collegiate success. The Center's mission--like the University's mission--is to provide college-level educational experiences through a curriculum which meets the university's requirements for a broad foundation in liberal studies. Additionally, students at the Corrick Center for General Education are encouraged to integrate knowledge, skills and values and are assisted to identify goals and to assess their strengths in order to make informed choices about degrees or other alternatives.

The program allows a more success-oriented transition between high school and college level academic requirements. This is accomplished through smaller class size, more intense advising, and a unique mastery pass-variable credit grading system.

Students can also gain entry into the Center through referrals from the University's Counseling and Personal Growth Center. Enrollment in the Center is limited to 250 students each year. Upon meeting the qualifications, students are eligible to transfer to their major. For most students, this occurs prior to the end of their sophomore year.

Practices and Policies Pertinent to APAC Considerations:

1. To prepare students to continue their studies in other academic departments, the Corrick Center must offer liberal studies and elective courses similar to those taken by freshmen and sophomores in the university at large. Effort is made not to duplicate courses offered by other departments.

D. The Corrick Center for General Education (cont.)

2. The Corrick Center for General Education seeks to integrate the students' liberal studies experience, often approaching course topics or themes from more than one discipline. Because of this, some General Education courses may split their credits between two liberal studies divisions.
3. To fulfill their liberal studies divisional requirements, General Education students must complete courses in other departments. Students must complete English 102 or equivalent and courses in other departments in a minimum of two additional different liberal studies divisions.
4. Only officially enrolled Corrick Center for General Education students can receive liberal studies credit for General Education courses. Students not officially enrolled can take MDS courses for elective credit.
5. In order to transfer from the Corrick Center for General Education to a major, students must:
  - a. earn 75% of all attempted credits
  - b. complete Liberal Studies courses in traditional departments with a GPA of 2.0 or higher.
  - c. complete a beginning course for the major in the academic department to which the student plans to transfer, with a grade of "C" or better.
  - d. maintain an overall GPA of 2.0 or higher.
6. Students who have been recommended to transfer into the Corrick Center for General Education from another department must have the approval and recommendation from the Director of the Personal Growth and Counseling Center, the Director of the Corrick Center for General Education and the Dean of Education and Human Services. (D. Jacobs, 2005)

E. MASTER OF SCIENCE-PUBLIC, HUMAN SERVICE AND HEALTH  
ADMINISTRATION (MPHSHA)

Program Description

This program is designed to provide people with the theoretical background and practical skills needed to administer public agencies, nonprofit health and social service organizations. Individuals considering careers as social service directors, government administrators, health care managers, arts directors, managers in higher education, law enforcement leaders, court administrators, and similar fields will find this program valuable. The program is available for both full-time and part-time students. All core curriculum classes are offered in the evening.

Admission Requirements

1. Baccalaureate degree from an accredited institution. No specific major required, but proficiency in communication with broad-based grounding in the social sciences is expected.
2. 2.75 grade point average overall or a 3.25 grade point average on the last 30 hours of academic work.
3. Quantitative and verba scores of the Graduate Record Examination (GRE) must be submitted. Both grade point average and graduate record examination scores are evaluated to determine admission.
4. Demonstrated proficiency in basic statistics, accounting and social sciences are required. People who are deficient in one or more of these areas may be granted provisional admission to the program, contingent on completion of specific requisite courses.

Degree Requirements

1. Minimum of 35 semester credits.
2. Students who wish to transfer credits from other institutions or who have taken courses before admission to the PHSHA program should refer to the "Residence and transfer of Credit" section of the Graduate Bulletin for further information.
3. A 3.0 grade point average is required for courses submitted for the degree. A grade of B- or higher is required for all courses submitted for completion of the student's course plan (see Graduate Bulletin). A grade of C+ or lower in two or more courses is grounds for removal from the program.
4. A Final Project administrative research paper is required of each student. The project should analyze some topic or issue such that an administrative decision could be made based on the research.
5. To complete the program the student must pass a comprehensive oral examination covering the Final Project and course work in the program. The oral examination is conducted by a committee of four faculty members.

6. Detailed information on these requirements and department policies and procedures may be obtained from the PSHSA Graduate Program Coordinator. Further information on degree requirements may be found in "the General Degree Requirements" at the front of the MSUM Graduate Bulletin.

### Course Requirements

Of the 35 graduate credits required for completion of the program, 29 credits compose the PSHSA core courses and at least 6 credits are electives chosen by the student with the approval of the Program Coordinator.

### **Required Core Courses Taught Once Each Year**

	<u>Public Admin</u>	<u>Human Service</u>	<u>Health Services</u>
"Intro"	PHSA 611 (4)	PHSA 611 (4)	PHSA 611 (4)
"Methods"	PHSA 612 (3)	PHSA 612 (3)	PHSA 612 (3)
"Policy Analysis"	PHSA 681 (3)	PHSA 681 (3)	PHSA 681 (3)

### **Required Core Courses Taught Every Other Year**

"Complex Org"	SOC 512 (2)	SOC 512 (2)	SOC 512 (2)
"Marketing/ Prevention"	PHSA 621 (3)	PHSA 621 (3)	PHSA 621 (3) or NURS 610 (3)
"Personnel"	PHSA 653 (2)	PHSA 653 (2)	PHSA 653 (2)
"Finance"	PHSA 655 (3)	PHSA 655 (3)	HLTH 519 (3) or NURS 606 (3)
"Legal Issues"	PHSA 665 (3)	PHSA 665 (3)	HLTH 518 (3)
"Leadership"	PHSA 671 (2)	PHSA 671 (2)	PHSA 671 (2)

### **Electives to Complete Focus of Track**

"Specialization"	Elective(s) (3)	Elective(s) (3)	"Hlth Plang" HLTH 514 (3)
"Specialization"	PHSA 695 (3) or "Soc Plcy" Elective(s) (3)	SW 590 (3) or Elective(s) (3)	"Hlth Mgmt" HLTH 516 (3) or Elective(s) (3)

### **Capstone Completion Paper and Defense**

"Final Project"	PHSA 697 (4)	PHSA 697 (4)	PHSA 697 (4)
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(J. Danielson, 2005)

## F. WOMEN'S STUDIES

The minor in Women's Studies shows students the interdisciplinary relationship of all fields to women's issues. Therefore the Women's Studies minor helps prepare students for all careers.

Minnesota State University Moorhead's women's studies program was drawn up in 1974 in response to students who asked for a liberal arts minor which would add a women-centered perspective to their education. The minor includes the study of women in psychology, in literature, in history, in philosophy, in sociology, in art, in sports, and in other areas. Students study the achievements and obstacles in women's experiences of the past and the present.

The women's studies minor draws from several university departments and emphasizes a variety of perspectives on women's choices. Students complete the 9 credits in the core, which includes Introduction to Feminist Theory, Introduction to Women's Studies and either Topics in Feminist Philosophy or Women's Studies Seminar. Students also choose 9 credits from the list of electives, offered by several departments.

The minor is 18 credits. (L. Blunsom, 2004)

## VIII. APPENDICES

### A. POLICY ON COURSE LEVEL

## Minnesota State University Moorhead Policy on Course Level

A policy describing course levels and related criteria may assist members of the university community in making recommendations and decisions about appropriate course levels. It may also clarify issues regarding transfer of credit.

#### 1. Course Numbering

##### A. Pre-College Courses

001-099 Remedial or basic-skills courses, not applicable to Minnesota State Moorhead degree requirements.

##### B. Undergraduate Courses

100-199 Freshman level

200-299 Sophomore level

300-399 Junior level

400-499 Senior level (may be dual listed with 500 level graduate courses)

##### C. Graduate Courses

500-599 Entry level graduate (may be dual listed with 400 level courses and may include limited enrollments by undergraduates)

600-699 Graduate level (undergraduate enrollment only by exception)

700-799 Graduate level (graduate students only)

##### D. Continuing Studies, Workshop, and Topical Courses

Numbers X89 and X99 are reserved for institution-wide assignment for Continuing Education and Workshops.

Departments are encouraged to use X90 for Topics courses. Topical courses may be offered for a maximum of two times before formal approval is required, at which time they must be reported through the system curriculum approval process.

The following course numbers are reserved for the special use identified in the title and may only be used by departments that have received approval to offer the course.

X90	Topics	
469	Internship	
595	Special Topics	(graduate level)
596	Workshop	(graduate level)
597	Individual Study	(graduate level)
695	Special Problems	(graduate level)
697	Individual Study	(master's level)
699	Thesis	(master's level)
797	Individual Study	(specialist level)
799	Thesis	(specialist level)



## **2. Explanation of Course Levels**

### **A. Lower Division Courses**

Lower division courses are numbered 100 and 200. Typically they require no or limited prerequisite background in the discipline. They are introductory courses or part of a series of basic courses in a discipline.

Lower division courses increase the knowledge students have of subjects with which they are already familiar, introduce them to new subjects, and/or establish a foundation for study of a major subject in depth. They are courses that may be counted in majors, minors, electives, and/or the Liberal Studies Curriculum. They are used at the basic level in baccalaureate programs, and are used in the Associate of Arts Degree in the Liberal Arts.

Lower division courses usually are tightly structured with the expectation that students are to receive considerable instructional guidance in the learning process. Instruction at this level normally is informational and emphasizes learning skills; it usually entails the use of text materials or resources provided by the instructor or acquired through library or other resources. The intellectual skills emphasized in lower division courses include comprehension, analysis, synthesis, evaluation, and application of knowledge, but these competencies are not stressed to the same degree as they are in upper division courses. Evaluation of student performance at this level typically tests information, concepts, and skills, but may include aspects identified for upper division courses as well.

### **B. Upper Division Courses**

Upper division courses are numbered 300 and 400. Typically they build on the background of the lower division. They may have one or both of the following characteristics:

1. They require analysis, synthesis, and/or integration of knowledge and skills from several specific areas in a discipline or from related disciplines.
2. They are built on a foundation of prerequisite lower division courses in liberal studies, a specific discipline, or a related field of study.

Upper division courses enable students to study a major field in depth by building upon and integrating the knowledge gained in lower division courses. Upper division courses may also serve as an introduction to sub-fields within a discipline. Upper division courses are characterized by a more flexible structure that allows for a variety of approaches to the subject matter, a wide range of course material, an emphasis on independent study and/or research in the laboratory, library, studio, or community. Students are expected to accept increasing responsibility for their own learning both inside and outside the classroom. Upper division courses typically emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge. Evaluation of student performance at this level stresses such outcomes as comprehension and understanding of concepts, the ability to solve problems, and the ability to integrate knowledge.

Upper division courses may be counted in majors, minors, electives, and/or the Liberal Studies curriculum. They are used at the upper level in baccalaureate degree programs.

### **C. Graduate Courses**

Graduate courses are numbered 500, 600, and 700. Typically, graduate courses are restricted to students who have successfully completed a baccalaureate degree. They also may have one or more of the following characteristics:

1. They typically build upon a foundation of undergraduate courses in a single or related discipline.
2. They require intellectual maturity of students and stress independent study.
3. They emphasize the use of information resources, studio, laboratory, community, and field-based facilities in ways commensurate with the level of learning.

The primary function of graduate courses is to broaden the perspective and deepen the knowledge students have of a particular discipline or professional field of study, or to provide students preparation in an advanced professional field that requires foundational knowledge and experience in a related discipline or field of study. They are used in master's and specialist programs, and may be used for special students or special post-baccalaureate certificate programs and studies.

Graduate courses are structured in a manner that allows for a variety of approaches to the subject matter, a wide range of source material, considerable student interaction, and a significant emphasis on independent study and/or research in the library, laboratory, studio, or community. They are designed to extend the knowledge and intellectual maturity of students beyond the baccalaureate level. They are intended for students who are capable of analyzing, exploring, questioning, evaluating, and synthesizing knowledge. Evaluation of student performance in graduate courses entails a variety of means and is commensurate with the level of complexity of these courses.

**D. Multiple Numbered Courses**

This is a concept used to manage curriculum and faculty assignments. In this approach, a given body of content is available in separately approved courses at the two different levels. It is assumed that each of those courses is needed, one for each level of curriculum. However, in the context of curriculum and resource management, the institution may make the decision to teach those two courses simultaneously by one faculty member. Different levels of expectations would be stated for the students. Separate course syllabi outlining these different expectations or a segment of the common syllabi that clarifies these differences, based on the characteristics described in A, B and C above, would be made available and on file. Multiple numbered courses must be properly approved, documented, and monitored for quality and maintenance of standards. Two types of multiple numbered courses are acceptable. Undergraduate studio and ensemble courses may be multiple numbered (100, 200, 300, 400), and senior and entry level graduate courses may be dual numbered (400/500).

**E. Undergraduate Students Taking Graduate Courses**

Minnesota State University Moorhead policy permits seniors to take a limited number of 500 level courses, or, as exceptions with appropriate justifications, 600 level courses. The student pays graduate tuition, and the graduate level formula factor would apply. Campus policy prohibits the application of graduate courses to an undergraduate degree.

**F. Use of 500 Level Courses in Graduate Programs**

No more than 50% of the credit hours in any graduate program can be at the 500 level.

Effective Date: February 6, 1998

## B. DEFINITION OF "WORKSHOP"

The MSUS Chancellor's Procedures on Academic Program Policy handbook shape the definition of "workshop" for all campuses in the Minnesota State University System. As applied at Minnesota State University Moorhead, the following guidelines apply:

Procedure: Suggestions for curricula may be introduced by either an academic department or program, or a dean, and will be considered in accordance with each university's established procedure for curricular revision. In the case of individual in-service courses, seminars, workshops or similar kinds of learning experiences which are intended to meet the needs of particular professional clientele, the appropriate dean shall, upon designation by the academic vice president, be responsible for authorizing such offerings. The dean shall insure that representative clientele to be served by the course(s) have been consulted. (APP-4-20 DEFINITION)

Criteria for Assigning Credit: The following criteria shall apply in determining the credit value of any graduate or undergraduate workshop, clinic, educational tour, or other similar educational experience.

A minimum of eighteen teacher contact hours shall be required for each credit hour offered;

A maximum of one credit will be approved over one calendar week of class time (five to seven days);

A maximum of two credits will be approved over two calendar weeks of class time;

A maximum of one credit may be approved for each three days of class time.

Credit courses extending beyond a two calendar week period of class time will be subject to the same contact hour requirements as courses offered during the regular academic year.

1. Workshops are offered under the rubric of the sponsoring department with the numbers 199, 299, 399, 499, 599, or 699.
2. Workshops offered for both undergraduate and graduate credit (499 and 599 in one offering) need to differentiate assignments and level of achievement required for graduate credit to be awarded.
3. Workshops are meant to be "self-sustaining," and, in order to work with expenses connected with their offering, may charge fees in addition to standard tuition and fees. The budget is to be set in consultation between the offering department and the responsible administrator. Low enrollment workshops may result in a pro-rating of the instructor's salary.

4. Graduate students may use a maximum of six credits earned in a workshop format in a graduate degree program, subject to approval of the student's advisor, department chair, dean of the division and the graduate dean.
5. In the workshop format, more of the content is covered in class sessions and less in outside readings or other assignments than in a regular course because of time constraints. Normally, however, readings and/or projects or papers are part of a workshop's design.
6. Evaluation of student performance in a workshop is to be based both on participation in the classroom and on related outside work.
7. Workshops utilize a variety of teaching methods and formats, sometimes focusing on "hands on" approaches, to insure that active learning occurs in the intensive and compressed class time.
8. Information new to the field, whether theoretical or applied, is often offered in workshops designed to meet continuing professional education needs of clientele groups or other non-traditional audiences. Sound academic judgment should be used in determining what content should be offered and in what format.

#### Approved Curriculum Courses in Workshop Format

When a regular university course offering is presented in a compressed time frame, the rule of thumb is: courses that are offered in less than half the normal semester or summer session time frame are to be considered as "workshop format." This means they must then conform to the time in class per credit hour rules governing workshops to insure they present the opportunity for equivalent instructional material and assignments to be covered. They continue to use the rubric and number of the departmental course offering, however. (E. Danielson & J. Fligel, 1995)

## C. LIBERAL STUDIES PROGRAM

### LIBERAL STUDIES PROGRAM

All university baccalaureate degree programs require the completion of 45 semester hours in Liberal Studies. The requirement is designed to provide a broad base of knowledge and cultural themes derived from the diversity and universality of human experience. Through this requirement, students gain exposure to basic thought and interpretations provided by various disciplines so as to enhance the quality of their participation in and understanding of the world around them. Finally, the Liberal Studies program should provide a basis for life-long learning.

A summary of the new Liberal Studies Program is below:

	<u>CREDITS</u>
A. ENGLISH COMPOSITION AND LITERATURE--	6 min.
B. NATURAL SCIENCES AND THEIR PROCESSES (1)	6 min.
C. BEHAVIORAL AND SOCIAL SCIENCES	6 min.
D. WESTERN TRADITION: HUMANITIES AND FINE ARTS (2)	6 min.
E. COMMUNICATIVE AND SYMBOLIC PROCESSES (3)	6 min.
F. MULTICULTURAL AND GLOBAL STUDIES (4)	<u>6 min.</u>

At least: 45 credits

1. An approved course in Division B1 (must include an experimental and/or observational component)
2. An approved course in Division D1 (must include content that is substantially historical in perspective)
3. An approved course in Division E (must include communicative processes)  
An approved course in Division E1 (must include mathematics)
4. One course must be F, Global Studies and one course must be F1, Multicultural.

The minima specified above total 35 credits to allow the student greater freedom to choose courses of interest. In order to exceed the 45 credit requirement, a student may have to exceed the minimum requirement in most divisions.

Courses required for the major taken from other departments (related requirements) may be used for Liberal Studies. Courses from a minor or a second major, or courses designated as "related fields" in a major may be used.

Coursework applied to the liberal studies requirements must be completed with a GPA of at least 2.0. Pass/No Credit courses taken at MSUM may not be used, except for MDS courses taken by Corrick Center students. Corrick Center (MDS) courses may be used ONLY by students officially enrolled in the Corrick Center.

A single course will be approved for one Liberal Studies Division only.

Two and only two credits of music performance course, selected from MUS 120, 121, 122 or 220-228, may be applied towards Division D. One credit of music performance will not count.

Students entering MSUM Fall 1992 or later (student number 92-1000 and higher) must complete a total of 45 credits in courses from the areas cited above. Students who entered under earlier programs (Liberal Arts or General Studies) may use any courses lettered A-E to satisfy divisional requirements of the same letter. For example, students who entered prior to fall of 1992 may choose courses labeled B or B1 to satisfy requirements in Division B.

## **MISSION STATEMENT FOR THE LIBERAL STUDIES PROGRAM**

The Liberal Studies Program of Minnesota State University Moorhead is designed to provide a broad base of knowledge and cultural themes derived from the diversity and universality of human experience. Through this requirement, students gain exposure to basic thought and interpretation provided by various disciplines so as to enhance the quality of their participation in and understanding of the world around them. Liberal Studies courses involve more than a knowledge base alone by seeking integration and synthesis of knowledge and ideas. Courses which focus on the application of knowledge to career development should be reserved for the major, minor and/or elective programs. Finally, the Liberal Studies Program should provide a basis for lifelong learning.

### **PURPOSES OF THE LIBERAL STUDIES PROGRAM**

MSUM's Liberal Studies requirement seeks to introduce the perspectives, contributions, limitations and inter-relationships that diverse disciplines bring to the world of ideas and knowledge. It seeks to instill the joy of learning through courses prepared for this purpose while seeking to achieve the following objectives:

Students should understand:

1. their work, society and self in an objective and critical manner;
2. the past, so as to more intelligently cope with the present and future;
3. the scientific method;
4. the development and diversity of American civilization and culture;
5. cultures and geographic regions other than their own in an increasingly complex and interdependent global community;
6. major intellectual, scientific and artistic contributions of Western and non-Western civilizations.

Students should develop:

7. a positive attitude toward lifelong learning and various modes of inquiry;
8. the ability to learn independently;
9. the abilities needed to adapt to diverse situations and contribute as citizens of a changing society;
10. a respect for the complexity of the natural and social worlds and an appreciation for the interdependence;
11. a respect for the rights and values of others and for cultures different from their own;
12. a sense of aesthetic standards in judging creative works.

**The statements of purpose for each of the Liberal Studies divisions are:**

**A. ENGLISH COMPOSITION AND LITERATURE**

Effective reading and writing lie at the heart of a university's mission. In English 101 and 102 students develop their ability to read and write with skill and honesty; to advance and defend their assertions; to make responsible use of library and other research sources; and to test their ideas in discussion. Through their encounters with exemplary works of literature, they are encouraged to deepen their understanding of people and cultures and come to better understand what they believe.

**B. NATURAL SCIENCES AND THEIR PROCESSES**

Courses in the natural sciences prepare students to make connections between concrete observations and scientific interpretations and to use appropriate methods of inquiry and analysis to solve complex problems. Through this process, students can become more aware of the experience of the world around them and more appreciative of the important part science and scientific reasoning play in everyday life.

**C. BEHAVIORAL AND SOCIAL SCIENCES**

Courses in the behavioral and social sciences will expose students to various approaches and methodologies used in the study of human behavior and human interactions. Through the various social science disciplines, students will examine the influence of societal, geographic, economic, and/or political systems, as well as historical and individual forces that motivate and shape human interactions.

**D. WESTERN TRADITION: HUMANITIES AND FINE ARTS**

In humanities and fine arts courses, students learn to integrate the major artistic, literary and intellectual movements that have shaped Western culture. They are challenged to enhance their own skills for analyzing creative works and to think and write critically about great humanistic questions. A significant goal is to place humanistic learning in cultural, intellectual, and historical context.

**E. COMMUNICATIVE AND SYMBOLIC PROCESSES**

Courses in communicative and symbolic processes involve a study of language in one of two areas: (1) in written and oral languages for communication; and (2) in symbolic and mathematical languages for problem solving. Students will expand their development of skills in their use of written, oral, and symbolic languages to communicate ideas, to analyze and to solve problems, to apply inductive and/or deductive reasoning, and to understand other people.

**F. MULTICULTURAL AND GLOBAL STUDIES**

Courses in global and multicultural studies illustrate the maxim that one cannot understand one's own culture except through the lens of another. Global studies courses are designed to help students explore the origins, contributions, and growing interdependence of diverse peoples of the world and to examine the inter-relationships among environment, social organization and ideology in various regions. Multicultural studies courses help students realize that diverse ethnic groups in the U.S. contribute distinctive cultural features and patterns which are authentic parts of our cultural mosaic. The courses also increase students' awareness of the origins and results of inter-group prejudice.

(1/22/98)



## GENERAL OBJECTIVES OF LIBERAL STUDIES COURSES

Any liberal studies course must involve students in:

1. Gathering information from diverse resources, analyzing the information critically, organizing it effectively and presenting findings clearly;
2. Applying the principles of rational thought;
3. Demonstrating skills in problem solving, including inductive and deductive processes;
4. Communicating effectively and gracefully through oral and written forms.

### DIVISIONAL OBJECTIVES

The following objectives, written as student outcomes, are for developing courses, approving courses for inclusion, and orienting students to the goals of each division. The Liberal Studies Committee realizes that a single course may not meet all of the objectives.

#### **Division A - English Composition and Literature**

**Upon completion of coursework in this division, students will be able to:**

1. Write clear, accurate, well-organized, grammatically correct prose.
2. Write using a variety of writing strategies for a variety of purposes:  
generate meaning,  
clarify understanding,  
achieve a desired effect.
3. Write using a variety of sentence structures and appropriate word choices.
4. Demonstrate logical and critical thinking:  
state an argument accurately,  
identify, explore, present and support various points of view,  
identify, state and support inferences, claims, and hypotheses,  
select, support and defend conclusions arrived at from the exploration of various viewpoints.
5. Read skillfully and critically:  
recognize authorial bias,  
recognize the impact of socio-historical background on texts,  
examine different points of view.
6. Adapt reading techniques and styles to accommodate the text, the author, and the purpose of reading.
7. Use research techniques to explore issues and points of view:  
gather and evaluate information using library sources and electronic databases,  
credit the ideas of others in a responsible way.
8. Demonstrate familiarity with a variety of significant literary texts and concepts.

## **Division B – Natural Sciences and their Processes**

**Upon completion of coursework in this division, students will be able to do several of the following, depending on the courses selected:**

1. Explain and use the methods of inquiry and analysis of the natural sciences.
2. Apply the guiding principles (laws) and theories of a given natural science to specific situations.
3. Analyze information gained from experiments or observations with the quantitative methods of the natural sciences. Students should be able to identify and describe experimental uncertainties inherent in quantitative data.
4. Demonstrate an understanding of the human and historical aspects of the natural sciences.
5. Demonstrate an understanding of the complexity of applying scientific knowledge to technology by analyzing at least one such application in detail.
6. Demonstrate a familiarity with the roles and importance of creative imagination, aesthetics, ethics, abstract thinking and critical analysis in the methodology of science.
7. Recognize the interactive relationship of science and culture in the past, present, and future.
8. Demonstrate an understanding of the connections among the natural sciences, mathematics and the social sciences.
9. Apply scientific concepts and principles to situations in everyday life.
10. Distinguish between science and pseudo science.
11. Demonstrate an understanding of the scope, perspectives and limitations of a given scientific discipline.
12. Assess and evaluate scientific information from a variety of sources.

### **B1 – Experimental/Observational**

1. Demonstrate an understanding of the relation between theory and a test of that theory.
2. Design and conduct appropriate experiments or scientific observations.
3. Interpret and analyze qualitative and quantitative information.

## **Division C – Behavioral and Social Sciences**

**Upon completion of coursework in this division, students will be able to do several of the following, depending on the courses selected:**

1. Describe scientific approaches to understanding human behaviors.
2. Use appropriate methods to gather, analyze and interpret social science data.
3. Differentiate between objective information and subjective interpretations.
4. Explain the complexity of human interactions and significant social problems from a variety of social science perspectives.
5. Demonstrate the knowledge and critical thinking skills necessary for effective citizenship.
6. Describe the relationships among the social sciences, the natural sciences, and mathematics.
7. Demonstrate an understanding of the scope, perspectives, and limitations of a given social science discipline and its relationship to other social science disciplines.
8. Describe and explain the factors that influence the development of societies and cultures over time.
9. Demonstrate knowledge of different historical periods.

## **Division D – Western Tradition: Humanities and Fine Arts**

**Upon completion of coursework in this division, students will be able to do several of the following, depending on the courses selected:**

1. Discuss and/or write in an informed manner about:
  - the origins and development of Western culture,
  - the relevance of great humanistic questions,
  - different approaches to moral problems,
  - the cross- or inter-cultural influences between the humanistic development of the Western and non-Western worlds,
  - experiences in the fine arts,
  - the ways in which the major artistic, literary, and intellectual movements have shaped western culture.
2. Analyze and evaluate creative works and/or demonstrate an ability to create or perform works of art.

### **D1 – Historical Perspective**

1. Demonstrate an understanding of significant achievements in western culture from an historical perspective.

## **Division E – Communicative Processes**

**Upon completion of coursework in this division, students will be able to do several of the following, depending on the courses selected:**

1. Discuss and/or write in an informed manner about:
  - the social/psychological processes of oral, visual, or written communications,
  - the theory and practice of persuasion among individuals, small groups, and mass audiences,
  - the societal effects of immediate or mediated communications,
  - the role of communication in society,
  - intercultural and international communications,
  - differences in communicative processes.
2. Detect and analyze various forms of persuasive communication.
3. Gather and use information responsibly and attribute ideas ethically.
4. Demonstrate skill in:
  - creative, practical, and/or technical writing,
  - speaking and listening in interpersonal, small group, or large group contexts,
  - comprehension and expression of a second language.

### **E1 – Mathematics**

1. Demonstrate application of inductive and deductive reasoning.
2. Evaluate complex relations using symbolic abstraction and generalization.
3. Demonstrate problem solving using symbolic representation and manipulation.
4. Use axiomatic processes in developing mathematical knowledge.

5. Describe the logical principles used in data analysis.
6. Describe how mathematics and symbolic processes affect history and culture.

### **Division F – Multicultural and Global Studies**

**Upon completion of coursework in this division, students will be able to do several of the following, depending on the courses selected:**

1. Demonstrate an understanding of how universal human concerns are reflected in various cultures.
2. Explain the origins, contributions, and interdependence of diverse peoples within the world community.
3. Discuss the development of global perspectives and world views by giving attention to the experiences and perspectives of peoples of non-Western cultures.
4. Explain the interrelations among environment, technology, social organization and ideology in more than one region of the world.
5. Demonstrate the knowledge and critical thinking skills necessary for effective participation in a global community.

### **F1 – Multicultural**

1. Delineate the similarities and differences among diverse populations in the United States.
2. Demonstrate an enhanced understanding of one's own culture(s) as a result of studying other cultures within the United States.
3. Explain the connections between historical and contemporary situations of ethnic groups within the United States.
4. Demonstrate an understanding of inter-group prejudice and discrimination within the United States.

Student Learning Outcomes Approved March 2000 by Liberal Studies Committee  
5/2/00 – APAC  
5/4/00 – IFO Meet and Confer

**D. COMMITTEE ON COMMITTEES REPORT: 2005/2007 Policy and Practices (Policy for Committee Structure) is available at the web address: <http://www.mnstate.edu/acadaff/committees/index.htm>**

Manual reprinted 8/31/05