CURRICULUM CHANGES

A. Faculty Approval of Curriculum and Degree Requirements
   1. All curricula and degree requirements shall be approved by the faculty [Faculty Constitution, Article III, Section 2,c].
      a. The term “curricula” includes all courses offered for credit at Pacific Lutheran University, including workshops and graduate courses, as well as those in summer school and continuing education.
      b. The term “degree requirements” includes all undergraduate and graduate requirements of a department, division, or school for successful completion of its programs or as prerequisites to a student's graduation with a major in that department or school. (Examples of degree requirements include: the number of courses or credit hours required for a major or minor; comprehensive area examinations, oral or written; research or thesis; recitals, exhibitions, or contests; foreign language; or courses to be taken in other departments in support of a program or concentration in the major department.)
      c. All faculty legislation substantively affecting general education elements or the degree requirements of a department, division, or school shall carry with it an effective date.
   2. All regular courses, including experimental courses which meet a general education element, shall be placed on the EPC 30-Day Notice of Curriculum Changes and receive faculty approval before inclusion in class schedules or university catalogs.
   3. An experimental course which does not meet a general education element may be offered twice within five years without faculty approval. These courses shall be appropriately designated in the class schedule in the comments section. Before inclusion in the class schedule, the course title, number, course description, and credit hours shall be filed with the EPC. The EPC shall inform the faculty of experimental courses which do not meet a general education element by placement under the “For Information Only” section of the EPC 30-Day Notice of Curriculum Changes. The non General Education Requirement experimental course may use the special topics rubrics approved in the department.
   4. Experimental course which carries a general education element may be offered twice within five years and then must seek permanent status to be reoffered. These courses shall be appropriately designated in the class schedule. The course will be placed on the 30-Day Curriculum of Change Notice for faculty approval prior to inclusion in the class schedule.
   5. Experimental courses are listed in the class schedules and the Office of the Registrar website only. If an experimental course attains permanent status, the course is then listed in the university catalog.

B. POLICIES FOR OPEN TOPIC COURSES.
   These policies approved by the Educational Policies Committee replace the previous Guidelines for Open Topic Courses. These policies are presented in four parts:
   - Policy for Courses Designed for Individual Students;
   - Policy for Internships;
   - Policy for Capstone Courses that Fulfill the Senior Seminar/Project General Education element; and
   - Policy for Special Topics Courses.
These policies define the purpose and instructional mode for the open topic courses that follow. Common course numbers, titles, and credits are defined also. These common course numbers, titles, and credits (in boldface) will be listed in the PLU Catalog. Common title designations to be included on term-based student records are defined as well.

**POLICY FOR COURSES DESIGNED FOR INDIVIDUAL STUDENTS**

Academic units may add any of the following courses designed for individual students to the curriculum without approval by the Educational Policies Committee.

Note: When an instructor agrees to offer a course available in the regular curriculum to a student on an individual basis, 291, Directed Studies; 491, Independent Studies; and 591, Independent Studies may not be used. Instead, the regular course number, title, and credits will be recorded. The common title designation on term-based records will be listed as IS for independently studied.

### 291 DIRECTED STUDIES (1-4) MAY BE REPEATED FOR CREDIT.

- **Purpose:** to provide individual undergraduate students with introductory study not available in the regular curriculum.
- **Instructional Mode:** tutorial or close supervision of individual students.
- **Term-based Title:** The title will be listed on student term-based records as DS: followed by the specific title designated by the student.

### 491 INDEPENDENT STUDIES (1-4) MAY BE REPEATED FOR CREDIT.

- **Purpose:** to provide individual undergraduate students with advanced study not available in the regular curriculum.
- **Instructional Mode:** advanced tutorial or guidance for individual students.
- **Term-based Title:** The title will be listed on student term-based records as IS: followed by the specific title designated by the student.

### 591 INDEPENDENT STUDIES (1-4) MAY BE REPEATED FOR CREDIT.

- **Purpose:** to provide individual graduate students graduate-level study not available in the regular curriculum.
- **Instructional Mode:** graduate-level tutorial or guidance for individual students.
- **Term-based Title:** The title will be listed on student term-based records as IS: followed by the specific title designated by the student.

### 598 NON-THESIS RESEARCH PROJECT (1-4) MAY BE REPEATED FOR CREDIT.

- **Purpose:** to provide graduate students with graduate-level non-thesis research opportunities.
- **Instructional Mode:** graduate-level tutorial or guidance for individual students.
- **Term-based Title:** The title will be listed on student term-based records as Project: followed by the specific title designated by the student.

### 598 THESIS (1-4) MAY BE REPEATED FOR CREDIT.

- **Purpose:** to permit graduate students to demonstrate their ability to do independent research.
- **Instructional Mode:** advising and evaluating research and writing for individual students.
- **Term-based Title:** The title will be listed on student term-based records as Thesis: followed by the specific title designated by the student.

**POLICY FOR INTERNSHIPS**

Academic units may add any of the following internship courses to the curriculum without approval by the Educational Policies Committee.

Academic units that offer no more than one internship course at the undergraduate level and no more than one internship course at the graduate level must use the following common course numbers, titles, and credits, as defined by this policy. These common course numbers, titles, and credits will be listed in the PLU Catalog. Common title designation, to be included on term-based records, is also defined.
495  INTERNSHIP (1-12) MAY BE REPEATED FOR CREDIT.
Purpose: to permit undergraduate students to relate theory and practice in a work situation.
Instructional Mode: individual supervision of work activity. The student, work supervisor, and instructor obligations, as well as course content, are stipulated in writing before the start of the internship.
Term-base Title: The title will be listed on student term-based records as Intern: followed by the specific title designated by the instructor in consultation with the student.

595  INTERNSHIP (1-12) MAY BE REPEATED FOR CREDIT.
Purpose: to permit graduate students to relate theory and practice in a work situation.
Instructional Mode: individual supervision of work activity. The student, work supervisor, and instructor obligations, as well as course content, are stipulated in writing before the start of the internship.
Term-based Title: The title will be listed on student term-based records as Intern: followed by the specific title designated by the instructor in consultation with the student.

POLICY FOR CAPSTONE COURSES THAT FULFILL THE SENIOR SEMINAR/PROJECT GENERAL EDUCATION ELEMENT

SENIOR SEMINAR/PROJECT
(2-4 hours as designated by the academic unit of the student’s major)

A substantial project, paper, practicum, or internship that culminates and advances the program of an academic major. The end product must be presented to an open audience and critically evaluated by faculty in the student’s field. (FA 5-8-92)

Academic units may add this commonly numbered capstone course to the curriculum through the usual course approval process.

Academic units that meet the Senior Seminar/Project General Education element through the offering of one specific course must use the following course number, title, and credits, as defined by this policy. This common course number, title, and credits will be listed in the PLU Catalog. Common title designation, to be included on term-based records, is also defined.

499  CAPSTONE (1-4) MAY BE REPEATED FOR CREDIT.
Purpose: to enable senior students in an academic unit to share their work and receive group criticism.
Instructional Mode: primarily presentation and critique of student papers and/or projects. The instructor customarily directs discussion, advises, and/or evaluates projects, but may also present additional material.
Term-based Title: The title will be listed on student term-based records as Capstone: and may be followed by a specific title designated by the academic unit.

POLICY FOR SPECIAL TOPICS COURSES

Academic units may add any of the special topic courses listed below to the curriculum by memo to the Educational Policies Committee. A special topic course, however, may not carry a general education element unless approved through the usual course approval process and the use of the EPC Proposal Form. Once the special topic course number has been activated, it will appear in the university catalog.

After activation of the special topic course number, an academic unit may offer any specific topic which does not carry a general education element under the special topics rubric without Educational Policies Committee approval, as long as the same specific topic is not offered more often than twice within five years under any special topic course number. However, academic units must notify the Registrar’s Office of the specific title, credit, and course description by memo as part of the class schedule preparation process.

If a department wishes to offer a special topic again after the second time within five years, then a separate course must be approved through the usual course approval process as an experimental or regular course.

Any special topic which is to carry a general education element not already approved for the special topic rubric must submit an EPC an EPC Proposal Form prior to the offering of the topic.
If a special topic is to carry any diversity of perspectives (alternative or cross-cultural) requirements, an EPC Proposal Form must be submitted, along with syllabus, prior to offering the topic.

**287, 288, 289 SPECIAL TOPICS (1-4) MAY BE REPEATED FOR CREDIT.**

Purpose: to provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum.

Instructional Mode: classroom instruction and interaction.

Term-based Title: The title will be listed on the student term-based records as ST: followed by the specific title designated by the academic unit.

**387, 388, 389 SPECIAL TOPICS (1-4) MAY BE REPEATED FOR CREDIT.**

Purpose: to provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum.

Instructional Mode: classroom instruction and interaction.

Term-based Title: The title will be listed on the student term-based records as ST: followed by the specific title designated by the academic unit.

**487, 488, 489 SPECIAL TOPICS (1-4) MAY BE REPEATED FOR CREDIT.**

Purpose: to provide undergraduate students with new, one-time, and developing courses not yet available in the regular curriculum.

Instructional Mode: classroom instruction and interaction.

Term-based Title: The title will be listed on the student term-based records as ST: followed by the specific title designated by the academic unit.

**587, 588, 589 SPECIAL TOPICS (1-4) MAY BE REPEATED FOR CREDIT.**

Purpose: to provide graduate students with new, one-time, and developing courses not yet available in the regular curriculum.

Instructional Mode: classroom instruction and interaction.

Term-based Title: The title will be listed on the student term-based records as ST: followed by the specific title designated by the academic unit.

**C. PROCEDURES GOVERNING REVISION OF CURRICULUM AND DEGREE REQUIREMENTS.**

1. Each proposed change in curriculum and in degree requirements shall be discussed and approved by the department or school of origin. The head of the department or school shall sign the proposal as evidence of such approval and submit it, where appropriate, to the divisional or school dean.

2. Approval by the divisional or school dean shall be given in accordance with established procedures of the respective division or school. The divisional or school dean shall sign the proposal as evidence of such approval. The department or school originating the proposal shall forward one copy with the required signatures to the provost for signature, along with an electronic copy of the proposal.

3. The provost shall, if necessary, submit the proposal to a cost analysis committee and relay it with appropriate comment to the EPC for its review.

4. Course numbers, titles, descriptions of proposed curricular changes, credit hours, and appropriate synopses of proposed degree requirement changes shall be published by the EPC on the 30-day Notice of Curriculum Changes and sent via email to all faculty members. Complete copies of proposals are available to deans and chairs online in the EPC section of the Provost Sakai, [https://sakai.plu.edu/portal/](https://sakai.plu.edu/portal/) (Office of the Provost>Resources>EPC).

5. Faculty members objecting to a particular proposal must express their objections in writing to the EPC chair and members within 30-day period which begins with the date listed on the “Notice of Curriculum Changes” distributed by the committee. Objections received within this 30-day period will suspend approval, pending resolution of the objections. In the event a dispute cannot be resolved, the committee will make its recommendation to the faculty for its action at the next regular faculty meeting.
6. Proposals for new degrees, new majors, and programs which require action by the Board of Regents shall follow the procedure described above. In addition, the EPC shall present such proposals to the faculty, which will decide whether to recommend them to the Board of Regents.

D. FLOWCHART OF USUAL PROCEDURE FOR CURRICULUM REVISION

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<table>
<thead>
<tr>
<th>FOR: new degrees, new majors and minors, and programs requiring action by the Board of Regents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or school originates proposal.</td>
</tr>
<tr>
<td>Divisional or school dean approves and signs.</td>
</tr>
<tr>
<td>Copy sent to provost for study and signature.</td>
</tr>
<tr>
<td>Educational Policies Committee publishes proposal online.*</td>
</tr>
<tr>
<td>30-day approval period, during which objections may be submitted in writing.</td>
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<tr>
<td>Objections, mediation, hearings, as necessary.</td>
</tr>
<tr>
<td>To Faculty Assembly for action.</td>
</tr>
<tr>
<td>To Board of Regents for action.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOR: changes in degree requirements, new courses, experimental General Education program courses, and other curriculum and course changes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If no objections.</td>
</tr>
<tr>
<td>Automatically approved.</td>
</tr>
<tr>
<td>Approved.</td>
</tr>
<tr>
<td>If objections.</td>
</tr>
<tr>
<td>Mediation, and if resolved.</td>
</tr>
<tr>
<td>Assembly for action.</td>
</tr>
<tr>
<td>If no objections.</td>
</tr>
<tr>
<td>Mediation, and if not resolved.</td>
</tr>
</tbody>
</table>

* An experimental course that does not meet a general education element may be offered twice without faculty approval. Information must be filed with EPC for publication.

E. FORMAT FOR PREPARING PROPOSALS.

1. Proposals shall consist of (1) a discussion of the desired change, (2) a completed Proposal Evaluation Form, with the exceptions noted below, and (3) an abstract for distribution.

   a. Proposals shall be formulated carefully, and inherent problems shall be carefully addressed. This is particularly important in the case of major curricular revisions. In all proposals brought to the committee the following categories shall be discussed:

      1) Philosophic:

         Relationship of the proposal to the university’s objectives and operational policies. (Comparison with other appropriate private institutions is helpful.)
2) Strategic:
   Justification of the proposal in relationship to national, regional, and state certifying bodies and to widespread educational, political, social, economic, and aesthetic trends.

3) Demographic:
   Effect of the proposal on patterns of enrollment in departments, divisions, schools, and the university.

4) Economic:
   Thorough analysis and projection of costs—especially in instruction, materials, and time—and of the economic effect on the department, division, or school sponsoring the proposal.

b. A Proposal Evaluation Form shall be completed and attached [procure up-to-date form at http://www.plu.edu/provost/documents-forms/home.php]

c. An abstract of the proposal, including the course number, title, credit hours, and catalog description shall be prepared for distribution to the faculty.

2. The only proposals for revision of curriculum which do not have to be submitted in the format described above are those for:
   a. Experimental courses not intended to meet a general education element. (The course number, title, credit value, and catalog description of such courses must be filed with the EPC before they may be included in the class schedule.)

   a. Non-substantive changes, i.e., insignificant changes in course numbers, titles, or catalog descriptions, and course deletions. In case of any questions, the EPC will determine whether a proposed change is substantive or non-substantive.
F. CHECKLIST FOR DEVELOPING PROPOSALS.

<table>
<thead>
<tr>
<th>Departmental and Division Signature(s)</th>
<th>Discussion ofPhilosophic, Strategic, Demographic, and Economic Factors or Institutional Impact Form</th>
<th>EPC Proposal cover page with letter or with EPC Proposal Form. (noted in column underneath as either letter or form)</th>
<th>Provost's Signature</th>
<th>ToEPC</th>
<th>EPC Publishes</th>
<th>30-Day Approval</th>
<th>To Faculty Assembly</th>
<th>To Board of Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Type One: Non-substantive Changes.</td>
<td>(EPC proposal cover page and signed letter required.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Type Two: Non General Education Program experimental courses. (EPC proposed cover page and signed letter required.)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Type Three: General Education Program experimental Course. (EPC proposal cover page and completed sections I, II, and III (b) and (c) of EPC proposal form, plus required signatures.)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Type Four: Substantive changes. (EPC proposal cover page and proposal forms with signatures required.)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Type Five: New Degrees, New Majors, and Programs Requiring Action by the Board of Regents. (EPC proposal cover page and proposal form required with all signatures.)</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>

SEPTEMBER 2011
G. PUBLICATION DATES.
To permit timely publication of course changes in class schedules, the EPC recommends submission of proposals by the following dates:

November 1- Inclusion in the class schedules for the following summer session and fall semesters.

April 1- Inclusion in the class schedules for the following January term and spring semesters.

Catalog Publish Date Deadline April 1: Inclusion in the next academic year catalog.

H. CATALOGS AND CLASS SCHEDULES.
All catalogs and class schedules shall include only those courses that have been formally approved by the EPC. Course numbers, titles, descriptions, credit hours, and status (e.g., "experimental") shall be shown only in their EPC-approved form. (Course titles may be appropriately abbreviated, where necessary.)

Only the EPC shall authorize material changes in the university’s curricula and course offerings.

Courses which have not been taught (even though they may have been offered) during the previous five-year period shall be automatically deleted from the list of EPC-approved courses and, therefore, from all catalogs and class schedules. Requests for exceptions shall be submitted to the EPC.

Experimental courses (General Education Program or non General Education Program) shall be deleted from the list of EPC-approved courses (and, therefore, class schedules) at the end of the semester or summer term for which faculty approval was granted, unless the controlling department chair or dean indicates by letter to the Registrar an intention to offer the course a second time. All experimental courses must be deleted from the list of EPC-approved courses (and, therefore, from all class schedules) after they have been offered two times. Experimental courses not listed in the university catalog.
INSTITUTIONAL IMPACT EVALUATION

I. PROPOSAL’S ENROLLMENT IMPACTS

A. What number of new students is the proposed program likely to attract over the first 3 (or 5) years of its existence? What substantiation exists for this projection?

B. What retention of first (and second and third) year students is estimated for the proposed program? What substantiation exists?

C. What percent of the students in this program will be attracted from existing programs? What substantiation exists?

D. Does the proposed program replace, in whole or part, any current programs or is it to be fully a new program?

E. What mix is the proposed program likely to attract of four-year students vs. two-year transfer students vs. graduate students? What substantiation exists?

II. PROPOSAL’S STAFFING IMPACTS

A. What new faculty/staff hiring dedicated to the proposed program is called for and when must the hiring be done?

B. What portion of new staffing is part-time or full-time? Temporary or permanent (tenure track)?

C. Is added administrative staffing called for? When?

D. What added FTEs are called for in other departments to staff added classes for the proposed program’s requirements?

III. PROPOSAL’S FINANCIAL IMPACTS

A. What immediate staffing expenses are required (see Section II)? What substantiation exists for the assumed salary/fringe levels?

B. What added equipment expenses are called for? When must purchases be made? What annual maintenance/repair costs are estimated?

C. What added facilities are called for (distinguish between new construction and remodeling)?

D. What added computer usage is the proposed program likely to generate? Any substantiation?

E. What added library resources are called for to attain an acceptable level of program support? When must library resources be added?

F. Is the proposed program dependent upon outside (non-tuition) sources of funds? In what amount, from where, and for how long are these financial supports predicted? Any substantiation for the predictions? What university support, if any, will be needed when these funding sources cease?

G. What program promotional expenses, if any, are estimated?

H. Have revenue and expense projections been compared with a recent similar program addition at a comparable university? Identify.

I. What are the long-term (5 years-10 years) needs for space, staffing, facilities, and equipment?

IV. OTHER PROGRAM IMPACT ISSUES

A. Does the proposed program offer enhancements/synergies with current PLU programs? Explain.

B. Must accreditation standards or other program standards be met for the proposed program to achieve professional acceptance? What criteria? By when? Explain.

C. Does the proposed program lead to the creation of a new degree or academic unit within the next five years? Explain.

D. Does the proposed program call for any likely future added programs (e.g., higher degree program)? Explain.

E. What local/Northwest area universities offer similar programs? What has their recent enrollment experience been? What advantages would PLU’s program offer over these possibly competitive programs?

F. What market exists for graduates of such a proposed program? Any substantiation?
## Program Financial Impacts (Example)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number new students</strong></td>
<td>20 new</td>
<td>12 2nd yr</td>
<td>10 3rd yr</td>
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<tr>
<td></td>
<td>25 new</td>
<td>15 2nd yr</td>
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<td>30 new</td>
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<td>12 3rd yr</td>
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<td></td>
<td>18 2nd yr</td>
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<td></td>
<td></td>
<td></td>
<td>35 new</td>
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<tr>
<td><strong>Cum students after attrition</strong>*</td>
<td>20</td>
<td>37</td>
<td>55</td>
<td>75</td>
</tr>
<tr>
<td><strong>Plus those retained elsewhere at PLU</strong></td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td><strong>Less cannibalization (10%)</strong></td>
<td>(2)</td>
<td>(4)</td>
<td>(5)</td>
<td>(7)</td>
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<tr>
<td><strong>Net new student contribution</strong></td>
<td>18</td>
<td>38</td>
<td>58</td>
<td>78</td>
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<tr>
<td><strong>Tuition $ (6% increase per yr.)</strong></td>
<td>$5,950</td>
<td>$6,350</td>
<td>$6,750</td>
<td>$7,200</td>
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<tr>
<td><strong>Gross to PLU</strong></td>
<td>$107,100</td>
<td>$241,300</td>
<td>$391,500</td>
<td>$561,600</td>
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<td><strong>PLU Net (less: univ. overhead of 40%)</strong></td>
<td>$64,260</td>
<td>$144,780</td>
<td>$234,900</td>
<td>$336,960</td>
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<tr>
<td><strong>Program Gross (% total student credits in program, e.g., 40%)</strong></td>
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<td>$57,900</td>
<td>$94,000</td>
<td>$134,800</td>
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<tr>
<td><strong>Less Expenses:</strong></td>
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<tr>
<td>Salaries, fringe of department</td>
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<tr>
<td>Equipment depreciation</td>
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<td>Equipment maintenance</td>
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<td>Program promotion</td>
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<td>Other</td>
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<td><strong>Program Contribution:</strong></td>
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<tr>
<td>Without subsidy</td>
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<td>Plus subsidy/grant</td>
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<tr>
<td><strong>TOTAL PROGRAM CONTRIBUTION</strong></td>
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<tr>
<td><strong>Projected Average Cost per Tuition Hour Generated</strong></td>
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* Retention:

Year 1 - 2 = Year 2 - 3 = Year 3 - 4 =

60%; 80%; 100%

<table>
<thead>
<tr>
<th>Originator of Proposal</th>
<th>Date</th>
<th>Divisional or School Dean</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Department Chair of Affected Area</th>
<th>Date</th>
<th>Provost</th>
<th>Date</th>
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SEPTEMBER 2011

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